

**Division - Library  
Academic Affairs Program Review Self Study**

<b>Name of Program:</b>	<b>Library</b>
-------------------------	----------------

**1. Mission**

- a. **College Mission:** *“Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.”*

**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
  - Courses meet IGETC/CSU GE requirements
  - Program supports four-year lower division requirements
- Develops occupational skills
  - Program offers MPC Certificate and/or degree
  - 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.**

<p><b>Program mission</b></p>	<p>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.</p>
<p><b>Mission’s relationship to college mission</b></p>	<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>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>Instruction is a primary responsibility of the library, and includes working with individual users, providing instructional sessions across the curriculum, and offering credit courses.</p> <p>Courses in the Library program include the following:</p> <ul style="list-style-type: none"> <li>• Two courses, both of which fulfill the college’s information competency graduation requirement: <ul style="list-style-type: none"> <li>○ Library Services 50 (Introduction to Information Competency and Literacy)</li> <li>○ Library Services 80 (Internet Literacy)</li> </ul> </li> <li>• A series of credit courses in genealogy that form the core of the Certificate Program in Family Research Studies <ul style="list-style-type: none"> <li>○ Library Services 60 (Family Research Studies: Genealogy I)</li> <li>○ Library Services 60 (Family Research Studies: Genealogy II)</li> <li>○ Library Services 60 (Family Research Studies: Genealogy III)</li> <li>○ Library Services 60 (Family Research Studies: Genealogy IV)</li> </ul> </li> </ul>

c. **PROGRAM IMPROVEMENT PLAN:** Identify any plans your program has to change or revise its mission.

<b>Plan</b>	None
-------------	------

2. Program Overview

a. Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.

Courses	Fall 04	Spr 05	Sum 05	Fall 05	Spr 06	Sum 06	Fall 06	Spr 07	Sum 07	Fall 07
LIBR 50	1	1	0	1	1	0	3	4	1	4
LIBR 60	1	1	0	1	1	0	1	1	0	1
LIBR 61	0	0	0	0	1	0	0	1	0	0
LIBR 62	0	0	0	0	0	0	1	1	0	0
LIBR 63	0	0	0	0	0	0	0	0	0	1
LIBR 80	0	1	0	1	0	0	0	1	0	1
<b>Total:</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>8</b>	<b>1</b>	<b>7</b>

Courses	Fall 07	Spr 08	Sum 08	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10	Fall 10
LIBR 50	4	5	2	6	8	1	9	10	3	10
LIBR 60	1	1	0	1	1	0	1	1	0	1
LIBR 61	0	1	0	1	1	0	0	1	0	0
LIBR 62	0	0	0	0	0	0	0	0	0	0
LIBR 63	1	0	0	0	0	0	0	0	0	1
LIBR 80	1	0	0	0	0	0	1	1	0	1
<b>Total:</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>8</b>	<b>10</b>	<b>1</b>	<b>11</b>	<b>14</b>	<b>3</b>	<b>13</b>

<b>Comments:</b>	The library's program has shown increased vitality over the past five years, as library faculty provide courses that assist all patrons to become critical and effective users of information. Enrollment in LIBR 50 ("Introduction to Information Competency & Literacy") continues to increase. We added an additional section of LIBR 50 for the Spring 2010 because of the increased interest in the class, for a total of 10 sections. We have also added an additional 2 sections to the Summer 2010 offerings for a total of 3 sections.
------------------	---

**b. Using the following information, comment on the scheduling of your courses or delivery of services as they apply to your program.**

<b>Comments:</b>	Not applicable - All our classes are currently offered online through the Moodle/iLearn Course Management system. We have been discussing the feasibility of offering a section of LIBR 80 as a face-to-face class in Fall 2010; however, staffing constraints and the availability of classroom space are limiting factors.
------------------	--

**c. If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?**

- Yes.  
 No.

<b>Comments:</b>	
------------------	--

**d. Does the scheduling pattern you use meet the diverse needs of students?**

- Yes.  
 No.

<b>Comments:</b>	Currently all classes are in an online environment and are designed to fit the diverse schedules of our students. We are exploring the addition of one or more face-to-face sections to address the needs of students who are challenged by courses that are completely online.
------------------	---

**e. PROGRAM IMPROVEMENT PLAN: Identify any plans your program has to:**

- Add or delete courses from catalog.**

<b>Courses to be added:</b>	
<b>Courses to be deleted:</b>	LIBR 72 (Effective Use of the Internet) will be deleted. We were unable to teach it due to limited enrollment when it was scheduled some years ago. It would need a complete rewrite to meet changes in technology.

☒ **Revise scheduling of courses**

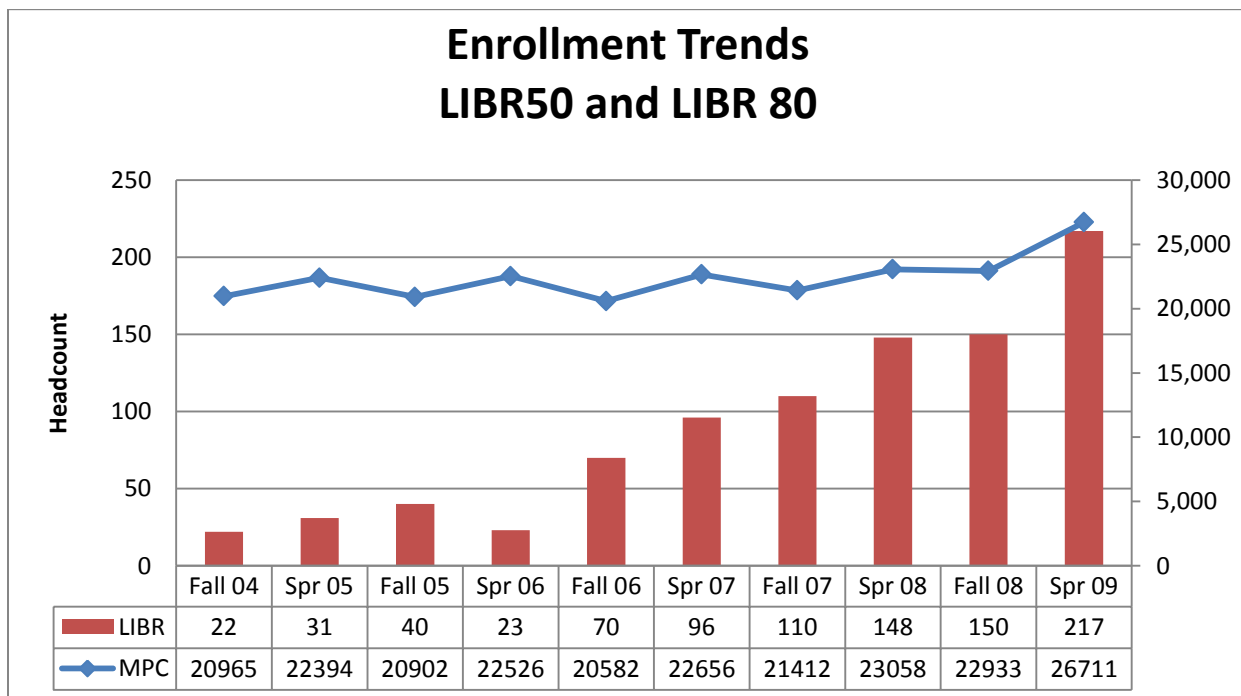
<b>Revision plans:</b>	We have been discussing offering a section of LIBR 80 as a face-to-face class in Fall 2010. This would confine the offering to a set time but the face-to-face interaction might be beneficial to the student because of the subject matter of the class (more advanced technical aspects of the Internet). However, staffing constraints and the availability of classroom space are limiting factors.
------------------------	---

☒ **Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)**

<b>Other avenues:</b>	All courses are currently offered online/distance education, which is very convenient for the students. LIBR 50 attracts students with various online skill sets - it is a fairly simple interface; therefore, it is a great introduction to online learning/distance education.
-----------------------	--

**3. Program Profile**

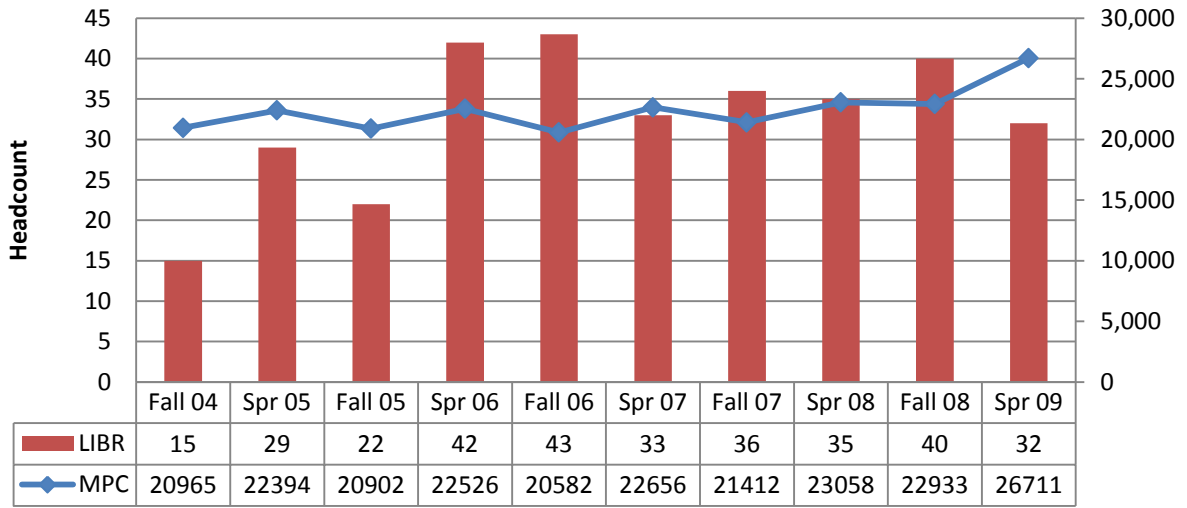
- a. **Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.**



\*1<sup>st</sup> Census Data includes only Library's LIBR 50 and 80

\*MPC data includes all credit only \*Source, EnrTrend 9/9/2009 file

## Enrollment Trends - Genealogy 60 series classes

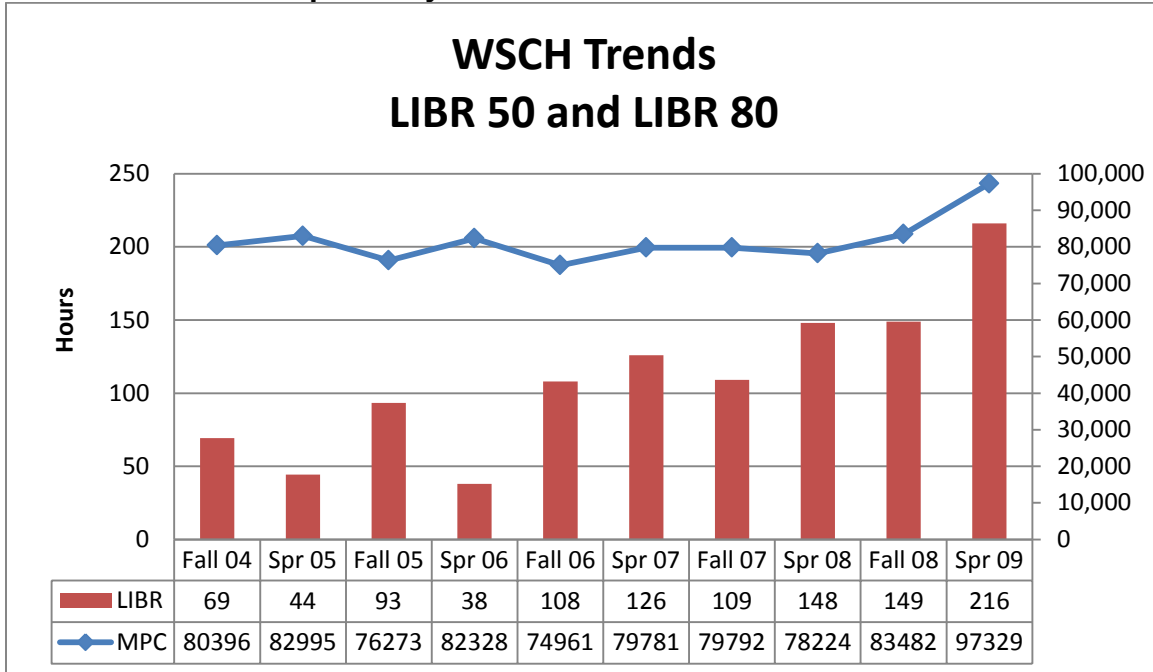


\*1<sup>st</sup> Census Data includes only Genealogy LIBR 60, 61, 62, and 63.

\*MPC data includes only credit courses \*Source: EnrTrend file dated 9/9/2009

<b>Comments:</b>	See comments following WSCH trends (next item).
------------------	---

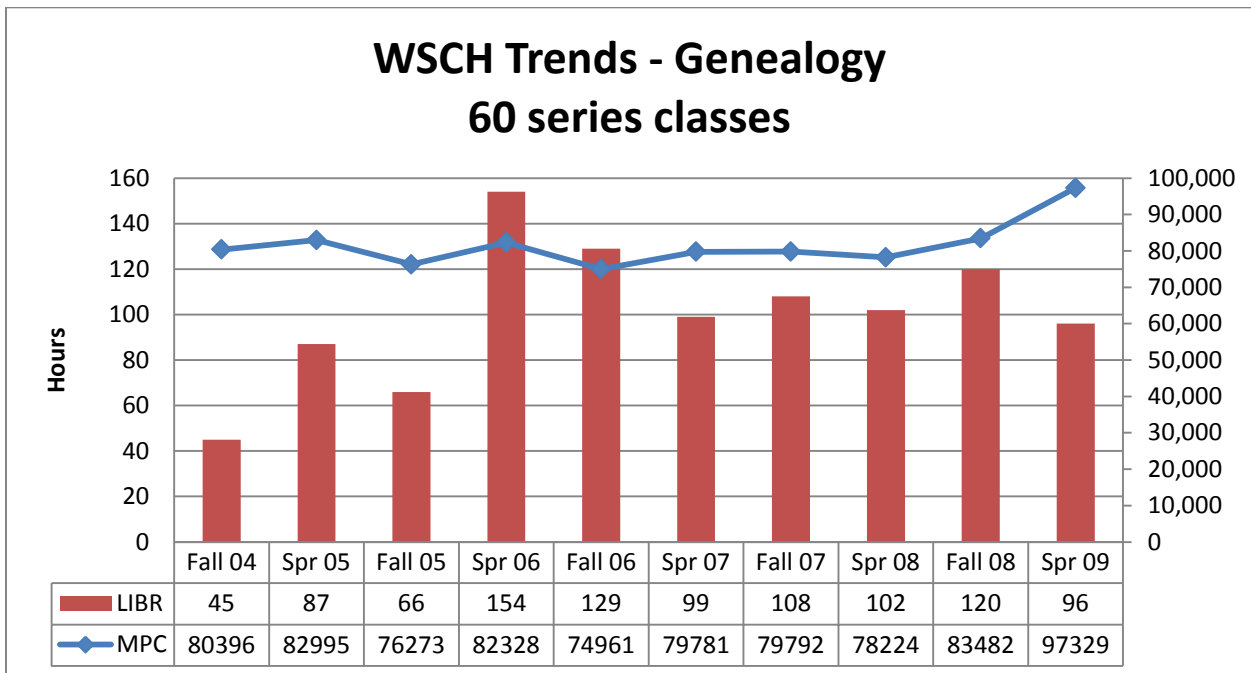
b. Printed are the WSCH (Weekly Student Contact Hours) for the college and your program over the past 5 years. Comment on any fluctuations that may have occurred to explain any differences.



\*Data includes only Library's LIBR 50 and 80

\*Source: Section Data Extract June 2008

\*MPC data includes all credit only



\*Data includes only Genealogy's LIBR 60, 61, 62, and 63 \*Source: Section Data Extract June 2008

\*MPC data includes all credit only

**Comments:**

The library's formal courses, all of which are currently taught online, include the following:

- Library Services 50 (Introduction to Information Competency and Literacy)
- Library Services 80 (Internet Literacy)
- Library Services 60 (Family Research Studies: Genealogy I)
- Library Services 61 (Family Research Studies: Genealogy II)
- Library Services 62 (Family Research Studies: Genealogy III)
- Library Services 63 (Family Research Studies: Genealogy IV)

The 60 series of credit courses in genealogy forms the core of the Certificate Program in Family Research Studies.

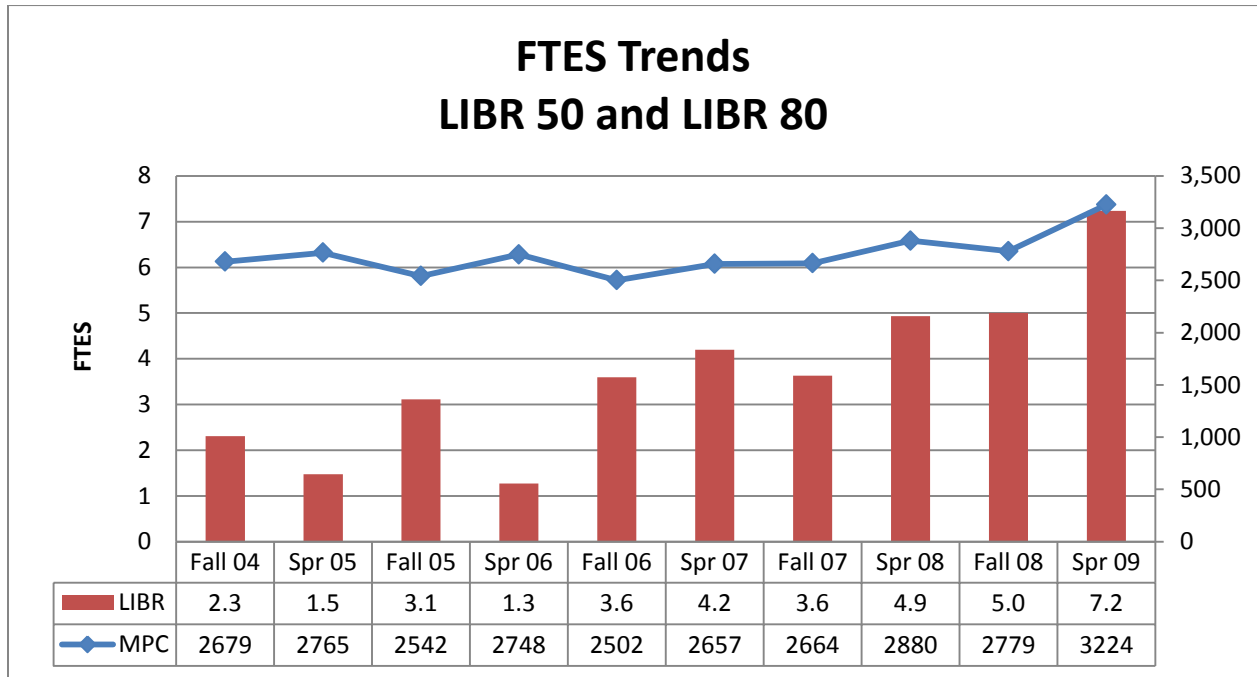
There has been a steady increase in enrollment in the library's LIBR 50 (Introduction to Information Competency and Literacy) and LIBR 80 (Internet Literacy) courses since 2004.

Both LIBR 50 (1 unit) and LIBR 80 (3 units) satisfy the MPC Information Competency graduation requirement. Since this requirement was instituted in 2006, enrollment in LIBR 50 has steadily grown. LIBR 80, which was not offered between 2007 and 2009, satisfies the CSUMB University Learning Requirement in Information Technology. It was re-written as part of a sabbatical project in 2009 and offered in Fall and Spring 2009-10.

Enrollment in the Library 60-63 courses has been fairly steady since the Fall 2006 but with minor fluctuations. The Library 60 class is offered each semester and always has adequate enrollment. Library 61 is almost as successful as Library 60 in succeeding to make the student numbers, but has not been as consistent as Library 60. Library 62 and 63 have had problems being successfully offered because the student numbers have been low and if offered, the class has usually been dropped. This is why there has not been a noticeable increase in the overall numbers of students for the Library 60-63 courses.

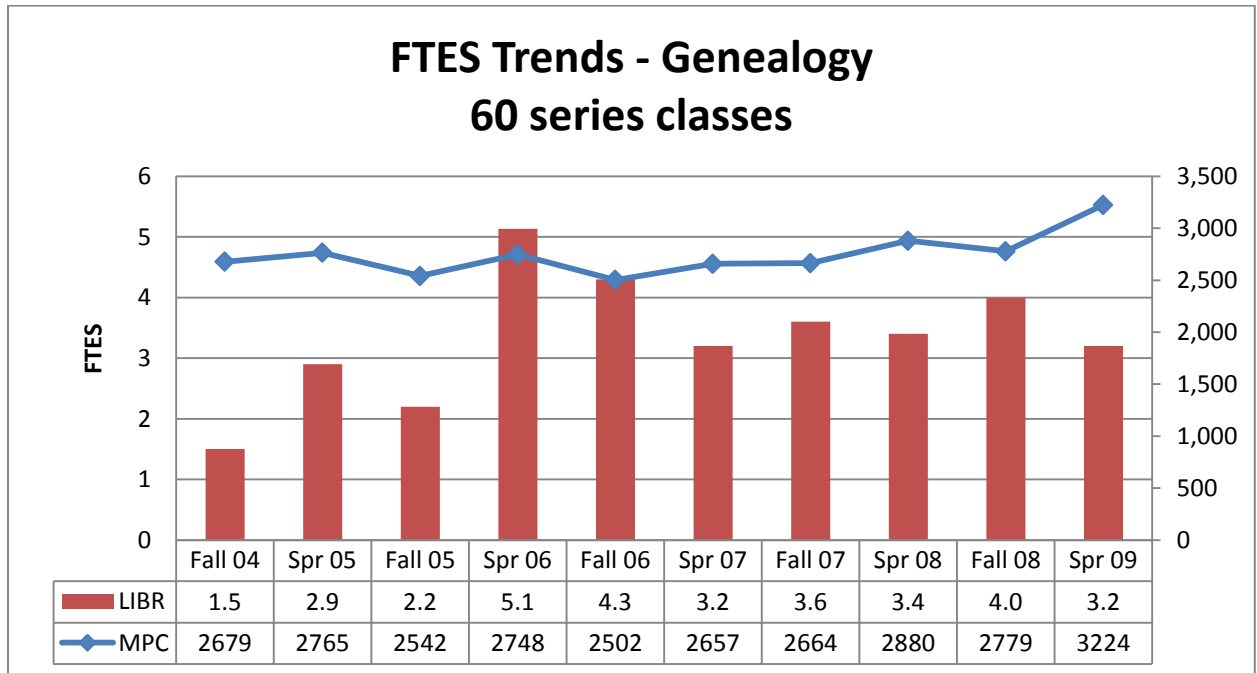


- c. Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.



\*Data includes only Library's LIBR 50 and 80

\*MPC data includes all credit only      \*Source, EnrTrend 9/9/2009 file



\*1<sup>st</sup> Census Data includes only Genealogy LIBR 60, 61, 62, and 63.

\*MPC data includes only credit courses      \*Source: EnrTrend file dated 9/9/2009

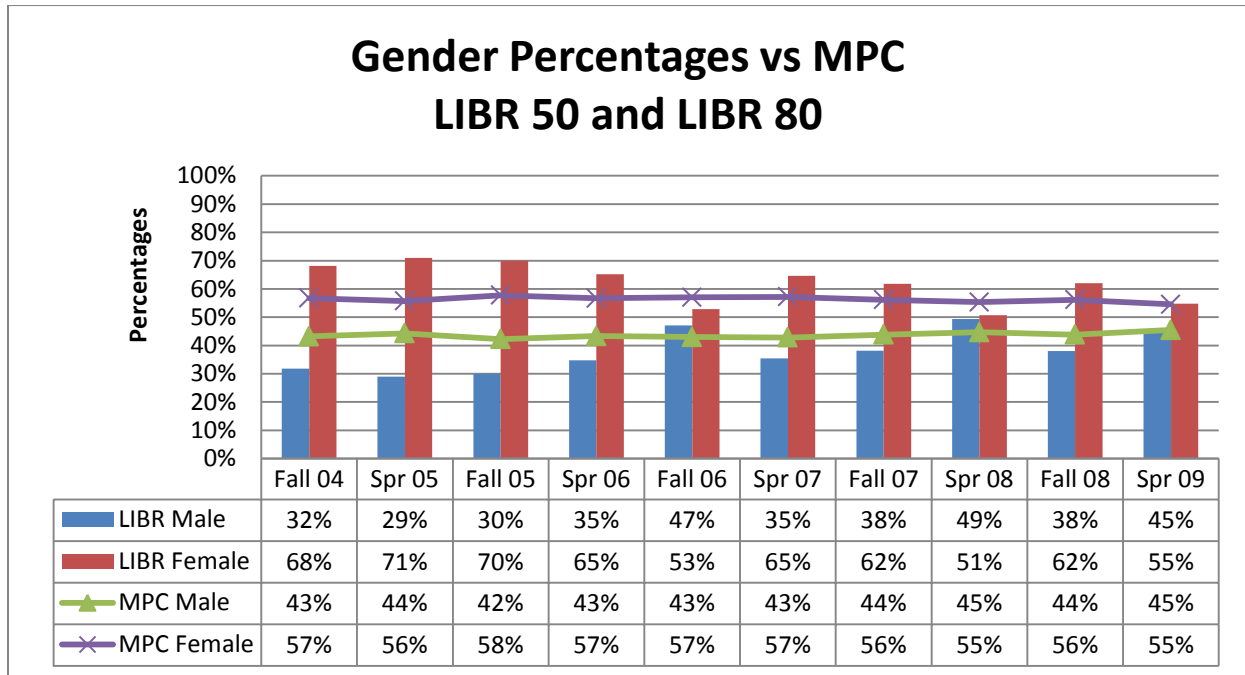
<b>LIBR 50, 80</b>		<b>FTES</b>			<b>FTE</b>				<b>FTES/FTE</b>
School Year		Credit	Non-Credit		Full-time	Adjunct	Over-load	Total	
2006 -2007	Fall	3.6	0		0	.30	.45	.75	
	Spring	4.2	0		0	.15	.65	.80	
	<b>Total</b>	<b>7.8</b>	<b>0</b>	Average	<b>0</b>	<b>.23</b>	<b>.55</b>	<b>.78</b>	<b>10.1</b>
2007 - 2008	Fall	3.6	0		0	0	.80	.80	
	Spring	4.9	0		0	.30	.45	.75	
	<b>Total</b>	<b>8.5</b>	<b>0</b>	Average	<b>0</b>	<b>.15</b>	<b>.63</b>	<b>.78</b>	<b>11</b>
2008 - 2009	Fall	5.0	0		0	.15	.75	.90	
	Spring	7.2	0		0	.45	.75	1.20	
	<b>Total</b>	<b>12.2</b>	<b>0</b>	Average		<b>.30</b>	<b>.75</b>	<b>1.05</b>	<b>11.6</b>
<b>Comments:</b>	There has been a steady increase in enrollment in LIBR 50 since the Information Competency graduation requirement was established in 2006. LIBR 80 was not offered between Spring 2007 and Fall 2009. It was re-instituted following a sabbatical project during which it was completely revised and updated (this had been impossible due to staffing constraints during the prior two years).								

<b>LIBR 60-63</b>		<b>FTES</b>			<b>FTE</b>				<b>FTES/FTE</b>
School Year		Credit	Non-Credit		Full-time	Adjunct	Over-load	Total	
2006 -2007	Fall	4.3	0		0	.6	0	.6	
	Spring	3.2	0		0	.6	0	.6	
	<b>Total</b>	<b>7.5</b>	<b>0</b>	Average	<b>0</b>	<b>.6</b>	<b>0</b>	<b>.6</b>	<b>12.5</b>
2007 - 2008	Fall	3.6	0		0	.6	0	.6	
	Spring	3.4	0		0	.6	0	.6	
	<b>Total</b>	<b>7.0</b>	<b>0</b>	Average	<b>0</b>	<b>.6</b>	<b>0</b>	<b>.6</b>	<b>11.7</b>
2008 - 2009	Fall	4.0	0		0	.6	0	.6	
	Spring	3.2	0		0	.6	0	.6	
	<b>Total</b>	<b>7.2</b>	<b>0</b>	Average	<b>0</b>	<b>.6</b>	<b>0</b>	<b>.6</b>	<b>12.0</b>
<b>Comments:</b>	Enrollment in the Library 60-63 courses has been fairly steady since the Fall 2006 but with minor fluctuations. The Library 60 class is offered each semester. Library 61 is almost as successful as Library 60 in terms of enrollment, but has not been as consistent as Library 60. Library 62 and 63 have had problems being successfully offered because the student numbers have been low and if offered, the class has usually been dropped. This would explain enrollment trends for Library 60-63.								

\*FTES Source: EnrTrend file dated 9/9/2009

\*FTE Source: FTES-WSCH-FTE / EvenNewer-2009 / Section Data Extract - 2005-Fall - 2009-Spring + LOAD.xlsx

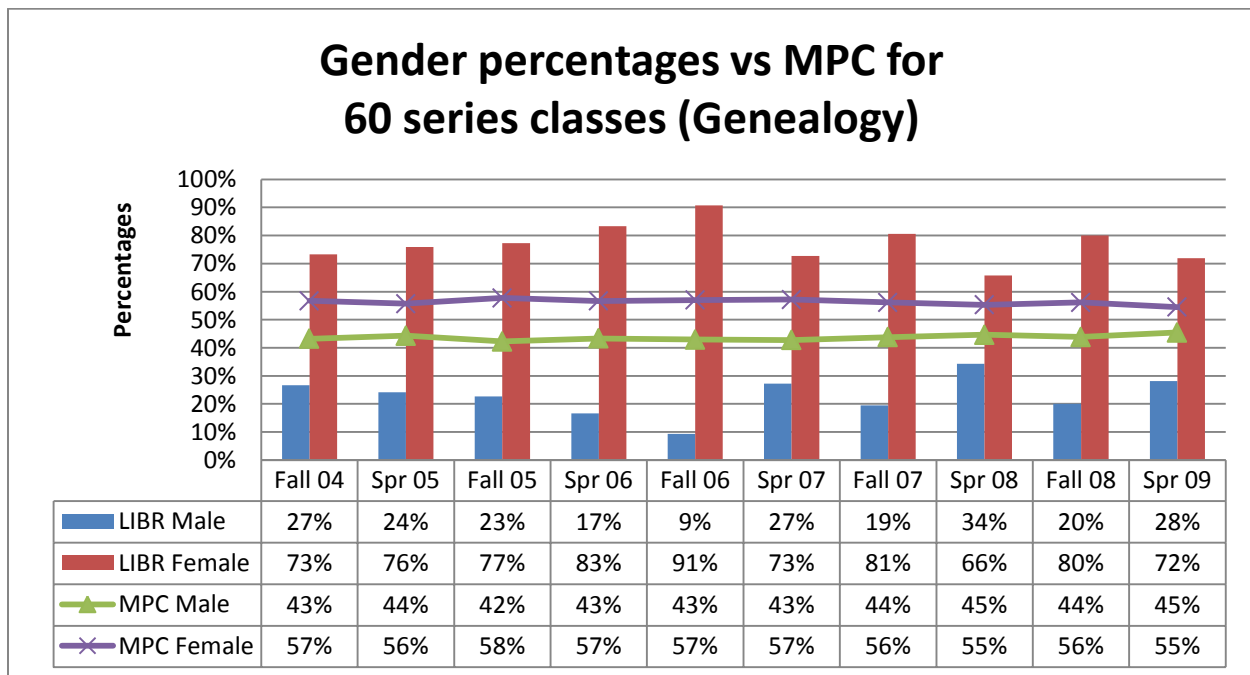
- a. Printed are the gender and ethnicity percentages of this program and the college for the most recent academic year. Address any significant differences between your program and the college.



\*Data includes only Library's LIBR 50 and 80

\*MPC data includes all credit only

\*Source, Demographics 9/9/2009 file



\*Data includes only Genealogy's LIBR 60, 61, 62, 63

\*MPC data includes all credit only

\*Source, Demographics 9/9/2009 fil

**Ethnicity percentages for LIBRARY SERVICES  
LIBR 50 and LIBR 80**

LIBR 50, 80		AfrAm	Asian	Latino	Other	White	Unk
Fall 04	MPC	7%	14%	16%	3%	54%	7%
	LIBR	0%	9%	9%	5%	68%	9%
Spr 05	MPC	6%	13%	15%	4%	55%	7%
	LIBR	10%	6%	23%	6%	48%	6%
Fall 05	MPC	7%	13%	15%	3%	54%	7%
	LIBR	15%	10%	10%	0%	62%	3%
Spr 06	MPC	6%	13%	14%	3%	56%	8%
	LIBR	4%	13%	0%	4%	65%	13%
Fall 06	MPC	6%	13%	16%	4%	54%	7%
	LIBR	9%	17%	21%	3%	47%	3%
Spr 07	MPC	6%	13%	15%	4%	55%	8%
	LIBR	7%	17%	18%	5%	49%	4%
Fall 07	MPC	7%	13%	18%	3%	52%	7%
	LIBR	9%	18%	18%	2%	48%	6%
Spr 08	MPC	6%	13%	17%	3%	53%	8%
	LIBR	9%	15%	22%	5%	42%	6%
Fall 08	MPC	6%	13%	19%	3%	51%	7%
	LIBR	8%	9%	24%	3%	49%	8%
Spr 09	MPC	6%	13%	18%	4%	52%	7%
	LIBR	11%	14%	20%	3%	47%	5%

AfrAm – Students who select “Black Non-Hispanic” on the MPC Application for Admission

Asian – Students who select one of the 8 Asian, 4 Pacific Islander, or Filipino categories on the Application

Latino – Students who select one of the 4 “Hispanic” categories on the MPC Application for Admission

Other – Students who select “American Indian, Alaskan” or “Other Non-White” on the MPC Application

White – Students who select “White Non-Hispanic” on the MPC Application for Admission

Unknown – Students who choose to not report their ethnic background

\*Data includes only Library’s LIBR 50 and 80

\*MPC data includes all credit only      \*Source, Demographics 9/9/2009 file

<b>Comments:</b>	See comments after next table.
------------------	--------------------------------

## Ethnicity percentages for LIBRARY SERVICES' GENEALOGY

60 series classes

LIBR 60, 61, 62, 63		AfrAm	Asian	Latino	Other	White	Unk
Fall 04	MPC	7%	14%	16%	3%	54%	7%
	LIBR	0%	0%	13%	7%	73%	7%
Spr 05	MPC	6%	13%	15%	4%	55%	7%
	LIBR	0%	3%	10%	10%	72%	3%
Fall 05	MPC	7%	13%	15%	3%	54%	7%
	LIBR	5%	0%	10%	0%	81%	5%
Spr 06	MPC	6%	13%	14%	3%	56%	8%
	LIBR	7%	2%	14%	0%	67%	10%
Fall 06	MPC	6%	13%	16%	4%	54%	7%
	LIBR	7%	0%	5%	5%	77%	7%
Spr 07	MPC	6%	13%	15%	4%	55%	8%
	LIBR	9%	9%	12%	0%	70%	0%
Fall 07	MPC	7%	13%	18%	3%	52%	7%
	LIBR	6%	3%	8%	0%	78%	6%
Spr 08	MPC	6%	13%	17%	3%	53%	8%
	LIBR	3%	0%	14%	6%	74%	3%
Fall 08	MPC	6%	13%	19%	3%	51%	7%
	LIBR	3%	3%	5%	3%	74%	13%
Spr 09	MPC	6%	13%	18%	4%	52%	7%
	LIBR	3%	6%	13%	0%	71%	6%

AfrAm – Students who select “Black Non-Hispanic” on the MPC Application for Admission

Asian – Students who select one of the 8 Asian, 4 Pacific Islander, or Filipino categories on the Application

Latino – Students who select one of the 4 “Hispanic” categories on the MPC Application for Admission

Other – Students who select “American Indian, Alaskan” or “Other Non-White” on the MPC Application

White – Students who select “White Non-Hispanic” on the MPC Application for Admission

Unknown – Students who choose to not report their ethnic background

\*Data includes only Library’s LIBR 60, 61, 62, and 63

\*MPC data includes all credit only      \*Source, Demographics 9/9/2009 file

\*FTES Source: EnrTrend file dated 9/9/2009

\*FTE Source: FTES-WSCH-FTE / EvenNewer-2009 / Section Data Extract - 2005-Fall - 2009-Spring + LOAD.xlsx

<b>Comments:</b>	In terms of ethnicity or gender related to enrollment, a similar pattern of usage exists between MPC as a whole and the Library-specific classes.
------------------	---

- b. 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.

<b>External factors</b>	<p>The current economic situation has prompted many people to return to school or look for resources to help with employment skills and/or career exploration. The library serves the entire MPC community (faculty, staff and students) as well as being open to the general public. Library usage by both students and community members has continued to increase, with significant expansion in circulation, reference service, instruction and database usage despite recent reductions in hours of service.</p> <p>The chart below indicates the increase in usage for some key workload factors:</p>					
		2003-04	2007-08	2008-09	Change from 1 year ago	Change from 5 yrs ago
	Reference transactions	22369	31563	42484	+35%	+90%
	Items circulated	23014	47843	55715	+17%	+142%
	Classroom presentations	64	108	88	-19%	+38%
	Current cardholders	10799	22811	25791	+13%	+139%
	Computer use	148892	379139	436674	+15%	+193%
<p>There is a huge increase in four of the five categories shown. The number of classroom presentations is only limited by the number of faculty librarians available to teach these sessions as well as available classroom space. There are frequent requests for classroom presentations that cannot be accommodated due to either no available classroom or no available faculty librarian. This growth cannot be sustained with the current level of staffing.</p> <p>When the new library opened at CSUMB, there was no drop in MPC</p>						

library usage. Budget constraints have necessitated a reduction of 8 hours per week in the MPC library's hours of operation (closing one hour earlier M – Th and being closed weekends); however, usage continues to grow.

The budget for library materials (books, CDs, DVDs, etc.) has remained the same for more than 25 years (\$33,500). During the past 20 years, unit cost for monographs (books) rose 78%. Serials costs have risen by 180% during that same time period.

Although the size of our collection has increased over the years, the increase is largely due to the addition of e-books. The library still needs to purchase print materials but the average cost of each book is between \$60 and \$70 each (\$130 for reference books). Therefore \$33,500 is completely inadequate to purchase the materials needed to support the curriculum.

The library provides basic service to the Education Center at Marina, providing course reserve service, classroom presentation sessions and remote access to databases and other online resources (such as e-books). Remote access to databases has steadily increased overall, but it is not known how much of this might be due to Ed Center students.

In the past, online resources (databases) have been purchased with the state-funded TTIP (Telecommunications and Technology Infrastructure Program) funds. The pricing for database licenses purchased in a consortial agreement is based on figures provided to the Community College League by the Chancellor's Office. The current figure is based on a reported FTES slightly below 2500, which is the cutoff point for pricing for many of the licenses (once the FTES number grows beyond 2500, the price for each database increases). These figures are expected to be updated to reflect the current FTES, which will result in a significant increase in the cost of current subscriptions, estimated at \$15 – 20,000 (based on the number of databases currently licensed).

All students, faculty, staff and the community need these databases for their research needs, and as the chart above indicates, usage of these items continues to grow. With the elimination of TTIP funds, we will need to explore other funding sources in order to provide online resources for the students, faculty, staff and the community.

With the development of the MPC Student Portal, the library staff has offered drop-in assistance for students who need assistance setting up their network accounts (including student email), accessing their

	<p>“Class Sites” and “MySites.” At the start of each semester, there is at least one library staff member focused solely on assisting students with establishing their network accounts for at least four hours each day.</p> <p>In addition, library instructional assistants provide assistance with basic computer questions, including Microsoft Office applications, scanning, copying and miscellaneous Audio-Visual (A/V) topics. The recent upgrade to the wireless infrastructure throughout the LTC building has meant that library staff must spend a significant amount of time each day assisting students who wish to access the wireless. Once IT provides information about access, instructional handouts and website information should alleviate this, although announced plans to require a login using a constantly changing access code will result in ongoing demands for staff time.</p>
--	--

**c. Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.**

<p><b>Program coordination</b></p>	<p>Permanent faculty librarians are assigned liaison areas and work with faculty in those areas on collection development and instruction issues. Initial efforts to develop an “embedded librarian” system have been undertaken (with the librarian whose liaison area includes Life Science being introduced to students in the Women’s Health and Administration of Justice classes at the beginning of the semester). We would like to expand this service, but have been unable to do so due to staffing limitations.</p> <p>The librarians also provide classroom presentations consisting of research orientations or library instruction sessions in a classroom setting at the request of faculty in various disciplines. Librarians work collaboratively with course instructors to prepare subject-specific presentations that teach students how to find and evaluate information sources that pertain to their course research assignments. In 2009-10, the librarians will provide approximately 110 classroom presentations (2,800 – 3,000 students) ranging from general orientations to subject-specific courses.</p> <p>Further coordination in areas is limited due to the lack of staffing. With the Director position being vacant for more than 3 years, those responsibilities have been handled by three of the four</p>
------------------------------------	--



	<p>permanent faculty librarians. With the Summer 2010 retirement of the Technical Services Librarian, two librarians will need to handle these tasks. The Instruction Librarian has increased his instruction schedule to alleviate some of the demand on the other full-time librarians to allow them to spend more time on Director/management duties.</p> <p>In addition, the permanent faculty librarians participate on College Council, Academic Senate, Administrative Services Advisory Group, Student Services Advisory Group, Academic Affairs Advisory Group, Institutional Research Advisory Group, Basic Skills Initiative Committee, Staff Development Committee, Distance Education Task Force and Technology Committee, and Scholarship and Grievance Committees.</p>
--	---

**d. 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.**

<p><b>Community involvement</b></p>	<p>The library staff members participates in various community groups:</p> <ul style="list-style-type: none"> <li>• As members of the Monterey Bay Area Cooperative Library System/Pacific Library System, staff members actively participate on committees including Administrative Council, Reference, Technology, and Interlibrary Loan.</li> <li>• Library staff participate in the Higher Education Learning Partnership (HELP) consortium’s Library Instruction subgroup.</li> <li>• Library staff have participated in Regional Occupational Program (ROP) and Career Technical Education (CTE) groups in an advisory capacity.</li> <li>• Library staff participate in the Monterey County Literacy Campaign.</li> <li>• Library faculty have worked with CSUMB faculty and staff, participating in regional automation efforts, hiring committees, articulation planning, and collection evaluation. The library’s integrated library system (ILS) is housed under agreement with CSUMB.</li> <li>• The Library is a member in the California Community College League which allows the library to purchase online resources at reduced rates through consortia</li> </ul>
-------------------------------------	---

	<p>buying plans.</p> <ul style="list-style-type: none"> <li>The library contracts with Online Computer Library Center (OCLC) which provides essential interlibrary loan and cataloging services.</li> </ul> <p>However, participation and outreach efforts have been nearly impossible due to the absence of a Director for the past three years.</p>
--	---

**e. If there are any other measures or considerations you would like to include regarding your program's profile, please explain.**

<b>Other considerations</b>	<p>As the statistics shown in the chart above (3.e) the demand for library services in all areas continues to increase. For the 2008-9 year, the changes over 5 years include:</p> <ul style="list-style-type: none"> <li>Items circulated +142%</li> <li>Current library cardholders +139%</li> <li>Reference transactions +90%</li> <li>Instruction sessions +38%</li> <li>Computer Usage +193%</li> </ul> <p>The library is struggling to keep up with this growth and cannot expand services to incorporate new technologies due to the combination of significantly increased workload, combined with staff vacancies and budgetary restrictions.</p>
-----------------------------	--

**f. 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 part-time FTE.	
<input type="checkbox"/> Increase enrollment of underrepresented groups.	

<input checked="" type="checkbox"/>	<p>Improve coordination with other programs on campus.</p>	<p>As noted above, current staffing constraints have limited the faculty librarians' efforts.</p> <p>While the faculty librarians actively participate in College Council, Senate, ASAG, SSAG, Basic Skills, Curriculum Development, Technology, Staff Development and Institutional Research activities, the lack of a Director, increased demand for services and budget limitations have prevented them from expanding course offerings and outreach activities in response to the needs of the academic and career programs MPC offers.</p> <p>The library is reviewing options for filling the vacant faculty librarian position previously held by a Library Director.</p> <p>Continued basic maintenance of library services will be contingent on filling that position with another librarian or Library Director in order to alleviate some of the demands on librarians' time.</p>
<input checked="" type="checkbox"/>	<p>Improve involvement with the community.</p>	<p>Just as the issues above have had a negative impact on the library's ability to develop and expand relationships with other programs on campus, there has been no time available to expand or develop outreach to the community.</p> <p>Following the consultant's report of January, 2009 (Appendix A), library faculty hoped that the future addition of a Library Administrator (who may oversee other learning centers and activities, in addition to the library), would allow expansion of library outreach to the community as well as the campus and Ed Center. Due to current budget limitations affecting the college's implementation of the consultant's recommendations, the college has not implemented any of the consultant's recommendations. The library is reviewing staffing options, and will be requesting a replacement be hired to fill the vacant faculty librarian position formerly held by the Library Director. This will help alleviate the situation.</p>

#### 4. Student Learning

##### a. What delivery modes are used in your program?

- Traditional classroom
- Distance learning
- Lab
- Other:  One-to-one instruction  
 Appointments

##### b. 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.)

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)	x			
Admissions & Records	x			
Assessment Center (for ENGL/ESL/MATH placement)		x		
Business Skills Center	x			
Counseling		x		
English & Study Skills Center	x			
Information Services (College Center)	x			
Library & Technology Center				
Math Lab		x		
Reading Center		x		
Supportive Services & Instruction	x			
Career/Transfer Center		x		
Child Development Center		x		
Cooperative Work Experience		x		
Extended Opportunity Programs & Services (EOPS)		x		
Job Placement		x		
Student Financial Services	x			
Student Health/Psychological Services		x		
Women's Programs/Re-Entry & Cultural Center	x			
Other:				

**c. Student Learning Outcomes**

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

SLOs have been created for all COURSES (**SEE ADDENDUM E**). If this box is not checked, please list all courses for which SLOs have not been developed.

<b>Courses in need of SLOs</b>	
--------------------------------	--

CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

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

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

CTE Major	SLOs

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

<b>Reflections summary</b>	SLO reflections were done for the three courses offered in Fall 2009: Library 50, 60 and 80. Reflections were focused on either new assessment tools or revisions in the lessons themselves. Overall the reflections related positive results with further evaluation to be done. Reflections forms are at the end of this program review (Appendix B).
----------------------------	---

**iii. If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?**

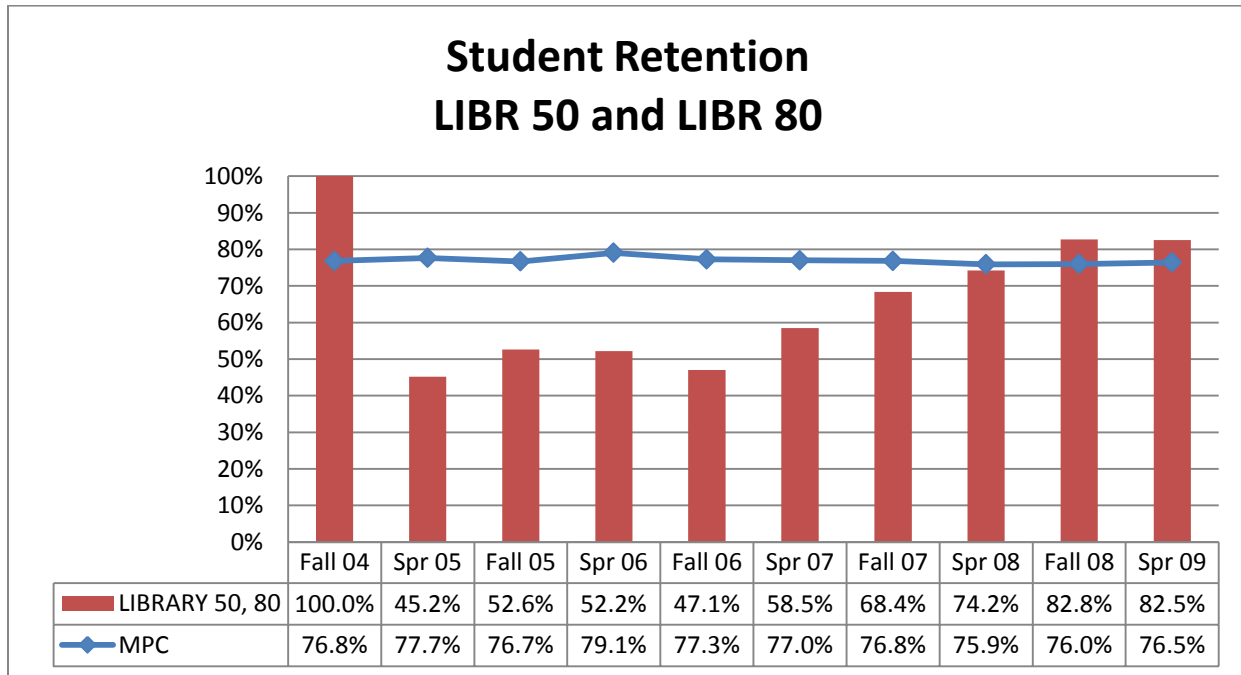
<b>Course alignment process</b>	Library 61-63 have course advisories attached to each class since they build on one another. We only have advisories instead of prerequisites because we want to make the classes available to genealogy students who may have different skill levels or different interests in the field. All process goes through the Curriculum Advisory Committee.
---------------------------------	--

**iv. How is consistency maintained between multiple sections of single courses?**

<b>Consistency</b>	The Instruction librarian is responsible for all updates and development of all sections of Library 50, which ensures that all sections are uniform in content and updating.
--------------------	--

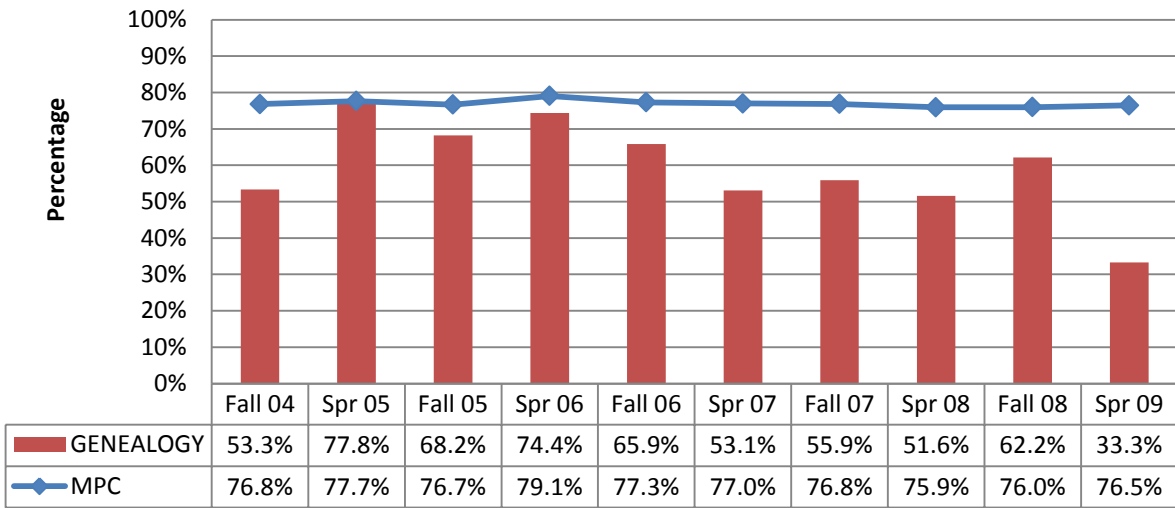
**d. Student Achievement**

- i. Printed are the retention rates for the college and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**



\*Data includes only LIBRARY 50 and 80  
 \*MPC data includes all credit courses only  
 \*Source: StuSuccess file dated 9/9/2009

## Student Retention Genealogy - 60 series classes



\*Data includes only LIBR 60, 61, 62

\*MPC data includes all credit courses only

\*Source: StuSuccess file dated 9/9/2009

### Comments

Since 2006, there has been a steady increase in the retention rates of students enrolled in library courses. It is currently over 80 percent, slightly higher than that of the college as a whole. Information Competency has become a graduation requirement starting in Fall 2006 and this has helped retention rates overall since taking LIBR 50 or LIBR 80 satisfies that graduation requirement. Retention rates for genealogy 60 series classes have been inconsistent. The lower retention rate may be from the genealogy classes being offered in an online environment and the technical knowledge requirements of modern genealogical research being a hindrance for some students.



- ii. Printed are the success rates (passing grades) for the college and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.

**LIBR 50 and LIBR 80**

	# Success	# Non-Succ.	# Withdrawn	Totals	% Success	% Non-Succ.	% Withdrawn
LIBR	588	103	172	863	68.1%	11.9%	19.9%
MPC	156,964	20,912	36,455	214,331	73.2%	9.8%	17.0%

**Genealogy – 60 series classes**

	# Success	# Non-Succ.	# Withdrawn	Totals	% Success	% Non-Succ.	% Withdrawn
LIBR	167	34	95	296	56.4%	11.5%	32.0%
MPC	156964	20912	36455	214331	73.2%	9.8%	17.0%

<b>Comments:</b>	While the numbers for success in library courses are slightly lower than that of the college as a whole, and a higher number of students withdraw from the library courses than from college courses overall, this may be due to the fact that ALL of the library courses are completely online. Also, some students are technologically challenged and the subject content is difficult for students to grasp. This may account for the genealogy courses too since they are also exclusively online. The lower success rate may be from the genealogy online classes being more complex than Library 50, which has purposely been designed to be simple and basic for students new to online teaching.
------------------	--

- iii. Printed are the success rates by age, gender, and ethnicity. Address any significant differences in performance among ethnic, age, or gender groups.

**LIBR 50 and LIBR 80**

	Number Success	Number Non-Succ.	Number Withdrawn	Totals	Percent Success	Percent Non-Succ.	Percent Withdrawn
<b>Program's Students by age</b>							
0 – 19 yrs	58	27	24	109	53.20%	24.80%	22.00%
MPC 0-19 yrs	36,843	5,823	8,500	51,166	72.00%	11.40%	16.60%
20 – 24 yrs	111	18	49	178	62.40%	10.10%	27.50%
MPC 20-24 yrs	31,851	5,195	9,363	46,409	68.60%	11.20%	20.20%
25 – 34 yrs	72	17	26	115	62.60%	14.80%	22.60%
MPC 25-34 yrs	23,046	2,240	4,696	29,982	76.90%	7.50%	15.70%
35+ yrs	78	19	33	130	60.00%	14.60%	25.40%
MPC 35+ yrs	42,803	3,123	5,616	51,542	83.00%	6.10%	10.90%
<b>Totals</b>	<b>319</b>	<b>81</b>	<b>132</b>	<b>532</b>	<b>60.00%</b>	<b>15.20%</b>	<b>24.80%</b>
MPC Totals	134,543	16,381	28,175	179,099	75.10%	9.10%	15.70%

<b>Program's Students by Ethnicity</b>							
African-American	17	7	19	43	39.60%	16.30%	44.20%
MPC AfrAm	6,905	1,629	2,435	10,969	63.00%	14.90%	22.20%
Asian	49	11	16	76	64.50%	14.50%	21.10%
MPC Asian	17,820	2,397	3,774	23,991	74.40%	10.00%	15.70%
Latino	50	14	25	89	56.20%	15.70%	28.10%
MPC Latino	18,718	3,383	5,067	27,168	68.90%	12.50%	18.70%
Other	12	4	5	21	57.10%	19.00%	23.80%
MPC Other	4,415	635	1,037	6,087	72.50%	10.40%	17.00%
White	165	42	60	267	61.80%	15.70%	22.50%
MPC White	74,306	7,241	13,935	95,482	77.80%	7.60%	14.60%
Unknown	26	3	7	36	72.20%	8.30%	19.40%
MPC Unk	12,379	1,096	1,927	15,402	80.40%	7.10%	12.50%
<b>Totals</b>	<b>319</b>	<b>81</b>	<b>132</b>	<b>532</b>	<b>60.00%</b>	<b>15.20%</b>	<b>24.80%</b>
MPC Totals	134,543	16,381	28,175	179,099	75.10%	9.10%	15.70%
<b>Program's Students by Gender:</b>							
Male	110	36	60	206	53.40%	17.50%	29.10%
MPC Male	58,203	7,352	11,937	77,492	75.10%	9.50%	15.40%
Female	209	45	72	326	64.10%	13.80%	22.00%
MPC Female	76,229	9,020	16,209	101,458	75.10%	8.90%	16.00%
Unknown	0	0	0	0	0	0	0
MPC Unk	111	9	29	149	74.50%	6.00%	19.50%
<b>Totals</b>	<b>319</b>	<b>81</b>	<b>132</b>	<b>532</b>	<b>60.00%</b>	<b>15.20%</b>	<b>24.80%</b>
MPC Totals	134,543	16,381	28,175	179,099	75.10%	9.10%	15.70%
<b>Comments</b>							

\*Cal-PASS <https://my.calpass.org/> only has 4 yrs of data. 2004-05, 2005-06, 2006-07, 2007-08. Cal-PASS does not have data for the Fall 2008 or Spring 2009.

## Genealogy – 60 series classes

	# Success	# Non-Succ.	# Withdrawn	Totals	% Success	% Non-Succ.	% Withdrawn
<b>Program's Students by age</b>							
0 – 19 yrs	9	9	8	26	35%	35%	31%
20 – 24 yrs	19	14	21	54	35%	26%	39%
25 – 34 yrs	38	14	17	69	55%	20%	25%
35+ yrs	102	43	51	196	52%	22%	26%
Totals	168	80	97	345	49%	23%	28%
<b>Program's Students by Ethnicity</b>							
African-American	5	7	3	18	28%	39%	17%
Asian	5	3	6	14	36%	21%	43%
Hispanic	6	11	15	32	19%	34%	47%
Other	4	5	4	13	31%	38%	31%
White	137	50	62	249	55%	20%	25%
Unknown	11	4	4	19	58%	21%	21%
Totals	168	80	97	345	49%	23%	28%
<b>Program's Students by Gender:</b>							
Male	30	21	25	76	39%	28%	33%
Female	138	59	72	269	51%	22%	27%
Unknown	0	0	0	0	0	0	0
Total	168	80	97	345	49%	23%	28%
<b>Comments</b>							

\*Cal-PASS <https://my.calpass.org/> only has 4 yrs of data over the last 5yrs. Missing is Fall 2008 and Spring 2009.

**iv. 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?**

<b>Comments</b>	<p>Courses that are taught completely online may represent a barrier to some students. We are discussing offering some sections in a face-to-face mode in addition to online, and it will be interesting to see if this affects the success rates. The variation in success rates among African-American students warrants further exploration, and the library is exploring methods to do this, including discussing this with the Enrollment Advisory Committee.</p> <p>Library 50 has been designed in a simple format that is ideal for students who have never had an online class before. It is a great class to introduce them to the general concept of online classes. The library also offers technical help to our students and we are very accessible when help is needed. As instructors, we are very interactive with our students with the technology. We also emphasize that help is available from the reference librarian on duty as well as library technicians who are able to support our students in online classes.</p> <p>Library 50 and 80 have optional orientation sessions at the beginning of the semester to help get those students started. Library 80 offers an online video orientation and drop in open lab sessions throughout the semester. The instructor for the Family Studies Program offers face to face meetings at regular intervals over a semester.</p> <p>Many of our students rely on using the computers available in the open lab to do their coursework for online courses. Currently a significant number of our desktop computers (40+%) are over six years old, and students find it extremely challenging to work on these machines. As the college moves to a new operating system, if our computers are unable to migrate, a significant number of them may need to be taken out of service. Because our lab computers are generally all in use during peak hours, many students will be turned away or find their access time limited.</p> <p>The genealogy 62 and 63 classes need additional promotion to achieve consistent successful enrollment levels. They are required classes for the certificate but have historically not made enrollment numbers. If a student wants to complete the program for a certificate, we are flexible enough to offer independent study for those students.</p>
-----------------	--

- v. 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).

<b>Comments</b>	As noted above, we are discussing offering some courses in a face-to-face mode in addition to online. It will be interesting to see if this affects the success rates.
-----------------	--

- vi. If your program is an occupational program, discuss the following:

<b>Percent of program completers since the last program review</b>	N/A
<b>Number of certificates and degrees awarded</b>	N/A
<b>Job placement rates</b>	N/A

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

<b>Comments</b>	<p>The library has been open and heavily used for over six years, and the significant growth in library usage has significantly impacted four main areas: facilities, equipment, supplies and staffing.</p> <p><b>Facilities:</b></p> <ul style="list-style-type: none"> <li>• Lamps and lighting: <ul style="list-style-type: none"> <li>○ We have had a problem with study table lamps that have broken and cannot be replaced. Unfortunately, the design of the tables incorporated the lamps into the table itself and they cost thousands of dollars each. It is not possible to replace the lamps, so many of them have been broken off, leaving silver “stumps” sticking up from the table top, and no lamps.</li> <li>○ The move to a more energy-efficient lighting system has resulted in many complaints regarding insufficient lighting for reading and study. This, combined with the many broken lamps, contribute to the issue.</li> </ul> </li> <li>• Chairs: <ul style="list-style-type: none"> <li>○ There are 120 chairs at study tables throughout the library. In addition, there are 196 chairs at computers and in the classrooms and 17 group study rooms, each with 4-8 chairs.</li> </ul> </li> </ul>
-----------------	---

All of these will need to be replaced at some point, and many of them are showing significant signs of wear due to heavy use and extensive contact with tables and keyboard trays, causing the fabric to fray.

- Several wooden chairs used at study tables have broken, and we are exploring options for replacement. The Food for Thought Café is subcontracted to a vendor who provides food service. When the café opened, the library loaned the café wooden chairs for use at the tables. During the coming year, the library may need to have those chairs returned in order to replace broken chairs at study tables.
- Classroom usage:
  - In Summer 2008, the college needed swing space for summer classes that were originally scheduled for the Social Sciences building. These classes were moved to the library classrooms, which meant the library was unable to provide instruction during the entire summer session.
  - Increased scheduling of the classrooms for non-library use has resulted in the Instruction librarian frequently being unable to accommodate requests by MPC faculty for classroom presentations in a variety of subject areas.

**Equipment:**

- Desktop computers:
  - 40% of the desktop computers available for general student use in the study rooms and open labs are over 6 years old. We have recently learned there is no technology refreshment funding available for these. Their obsolescence is an enormous challenge facing the library, particularly since it is not uncommon for all computers in the library lab areas to be in use between the hours of 9 am and 2 pm.
    - Library technical staff are exploring options:
      - centralized servers to handle relatively inexpensive “dumb” workstations (also known as “thin clients”). Recent products from Microsoft and nComputing are being evaluated as potential solutions that might allow replacement of 6-10 workstations with one desktop PC and several less expensive PCs. (NOTE: Addendum C, which lists costs for replacement of obsolete equipment, reflects the cost to replace all workstations with desktop computers. The “thin client” solution would be somewhat less expensive.
      - use of inexpensive netbook computers, which could be circulated to students for in-library use if there were adequate wireless availability.

- Study room equipment:
  - All the study rooms have obsolete computer equipment, as noted above.
  - There are several broken television monitors in the study rooms. Again, there is no funding for technology refreshment.
- Wireless:
  - With the recent upgrade to the wireless capability in the LTC building is improved, the increased use of personal equipment by students may alleviate some of the demand for library-provided equipment.
  - The upgrade to the wireless will require upgrades to the pay-for-print solution. The library is exploring the costs to do this, which will allow students to print from their wireless devices.
- Integrated automated system:
  - The server at CSUMB which hosts the library's integrated automated system must be replaced in the coming year. MPC's share of the cost is estimated between \$5,000 and \$8,000.

**Supplies:**

- Room usage: We are fortunate to have a space that can generally accommodate the current demand; however, we are challenged by the increased demand on our equipment and supplies, without a corresponding increase in budget for those items.
  - The increased scheduling of classrooms and study rooms has had a significant impact on our supply budgets, covering paper and toner for the printers, whiteboard supplies, copy service requests, etc.
  - Events in the Karas and Seminar rooms result in frequent requests for supplies, including markers, paper, copy service, printing, paper, pens, etc.
  - Events in the Karas and Seminar rooms that include use of the kitchen facilities require cleaning supplies, which are provided by the library for this area that also serves as the staff lounge for library staff.
    - Unfortunately, those using the room have pilfered plates, serving bowls, utensils, knives, can openers, towels, etc. The staff purchased and/or donated these items and are unhappy that items continue to disappear when there are events. The addition of a locked cabinet might alleviate this.
- Instructional software:
  - Information competency became a graduation requirement in Fall 2006. At that time, we moved LIBR 50 from a basic website to a Learning Management System (LMS). Initially on WebCT, in Fall 2007 we moved to a new open source LMS

	<p>(MPC's iLearn, using Moodle). This has made it much easier to handle the increased number of students taking the class. All the courses being online results in the need for software for development of these web-based courses. Some library faculty have purchased their own software, but there is a need for all faculty to have the ability to create course materials.</p> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>○ Office Manager: Library staff is responsible for budgeting, ordering and inventorying supplies, collecting money, tracking income and expenditures, and overseeing maintenance contracts for the pay-for-print solution which is utilized throughout the Library and Technology Center building for student printing and copying. Due to increased demand at the circulation desk, the Office Manager frequently is called on to work at the desk, reducing the time she is available for her primary duties.</li> </ul> <p>NOTE: During Fall, 2009, the library became aware of donated funds that were raised by the MPC Foundation. Recent expenditures made possible by these funds include the repair of the security system throughout the LTC building, upgrading the wireless throughout the building, and replacing some broken chairs. Library technology staff are compiling a list of obsolete and/or broken equipment that will be prioritized for possible replacement using some of these funds. A draft of the list is included as Addendum C.</p>
--	---

**f. If there are any other measures or considerations you would like to include regarding student learning, please explain.**

<b>Comments</b>	
-----------------	--



**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 checked="" type="checkbox"/>	Complete and/or revise SLOs for courses, certificates, and/or degrees.	SLOs are under continuous review for improvement.
<input type="checkbox"/>	Change status of one or more courses in specific GE requirement areas.	
<input checked="" type="checkbox"/>	Improve consistency among multiple sections.	Our classes are under continuous review each semester to improve student learning and to update the information and research strategies that we teach.
<input type="checkbox"/>	Improve alignment among sequences of courses.	
<input type="checkbox"/>	Improve retention rates.	
<input type="checkbox"/>	Improve success rates.	
<input type="checkbox"/>	Support student equity.	

## 5. Staffing

### a. Describe your faculty and staff's workload.

Faculty Positions	Classification/ Full time or Part time	Education
<b>Library Director</b> (vacant): This faculty position has been vacant for over three years.	Faculty Full time contractually + 6 weeks at 20/35 of normal week +1 week of 35/35 (note: recruitment for this position included standard faculty contract + 10 additional weeks of 35/35 hours to provide year-round oversight of library operations. The recruitment was unsuccessful).	MLS
<b>Librarian (Electronic Resources/Instruction)</b> Stephanie Tetter	Faculty FT	MLIS
<b>Librarian (Instruction/Reference)</b> William Easton	Faculty FT	MLS
<b>Public Services Librarian</b> Deborah Ruiz	Faculty FT	MLS
<b>Technical Services Librarian</b> Bernadine Abbott	Faculty FT	MA & MLS
<b>Adjunct Librarians:</b>  Laura Berger Thu Duong Eric Klocko Ellen Pastore Karen Clifford	Faculty/PT Faculty/PT Faculty/PT Faculty/PT Faculty/PT – Genealogy	MLS MIS MLIS;Ph.D MIS Masters Equivalency + 2 credentials in Family History (each 1,000 hours)

The full time Librarians all teach overload of at least 1 unit of LIBR 50 each semester. William Easton averages teaching 4 units overload per semester. Stephanie Tetter teaches LIBR 80 (3 unit s) overload per semester.

Additionally, as the Library Director position is vacant, the Electronic Resources Librarian, the Public Services Librarian and the Technical Services Librarian have apportioned parts of the Director’s job. It should be noted that the Summer 2010 retirement of the Technical Services Librarian will mean the Director duties will be divided between two faculty librarians unless some method is found to alleviate the staffing situation:

<b>Director</b>	<b>Electronic Resources Librarian</b>	<b>Public Services Librarian</b>	<b>Technical Services Librarian</b>
Scheduling, coordination of evaluations, both faculty & classified), primary supervisor of Office Manager, Liaison with HR		X	
Emergency & Disaster Plans	X	X	
Handle complaints from public		X	
Handle volunteers		X	
Facilities, Coordination of other Building Programs	X		
Supervise Café	X	X	
Budget planning and monitoring, budget requests, liaison with Fiscal & Purchasing			X
Division Planning: Action Plan			X
College Council & AAAG			X
Bldg. Security & Keys	X		
Library technology	X		
Oversee Dept. online courses	X		

Without a Library Director, several areas are severely impacted. There is no overall leadership or guidance for staff as to specific improvements in library service today and planning for the future. In addition, the peer relationship among faculty librarians, some of whom have taken on Director responsibilities yet are still at the same level of others who continue faculty librarian duties, can be problematic.

Overall, some of the regular functions have been placed on hold, specifically collection improvement including deselection, community outreach, special collections, archives and long-range planning. The special collections include textiles and photographs (some of which are on display in the gallery on the first floor of the LTC building). Librarians receive requests for information about and access to these collections, but are unable to accommodate those requests due to inadequate staffing. The library has also suspended the Library Arts and Lectures series and the liaison/division collaboration for Collection Development.

The Library Director has in the past been the interface between the library and the community, and there have been no public programs since 2005. This community connection, currently dormant, has put us at risk as there has been no fundraising or donor activities which have historically been of enormous financial consequence. The Librarians have also declined invitations and have not participated in local, regional and state committees because of the workload and the time it would take from being on site. We are no longer working with businesses and area schools to collaborate on collection and resource sharing.

Classified Positions	Classification Full/Part Time	Hours per week
<b>Library Operations Coordinator</b> -Amy Hellam	26/Full Time	40
<b>Library Systems Technology Coordinator</b> -Gregg Yearwood	26/Full Time	40
<b>Instructional Technology Specialist</b> -Phuc Le	22/Full Time	40
Unit Office Manager-Library Robin Clouse	18/Full Time	40
<b>Library Specialist-Tech Services</b> -Durell Stouffer	17/Full Time	40
<b>Library Circulation Desk Coordinator</b> -Roseann Erwin	14/Full Time	40
<b>Library Specialist-Interlibrary loans, Periodicals, &amp; Circulation Desk</b> -Kirk Hall	10/Full-Time	40
<b>Library Specialist (Part Time)</b> Stephen Thompson	10/Permanent part-time	19 hrs/wkly
Jorge DaCosta	10/Permanent part-time	19 hrs/wkly
<b>Temporary Employees</b> <ul style="list-style-type: none"> <li>• <b>Circulation:</b> Aletia Egipciaco Robert Llanos-Hinson</li> <li>• <b>IT</b> Richard McNelly Robert Llanos-Hinson</li> </ul>	Temporary Employees	8 hrs/wkly 11 hrs/wkly  14 hrs/wkly 16 hrs/wkly
<b>Comments:</b> In response to the recent request by CSEA to convert the temporary positions described above to permanent part time positions, "Blue Hands" forms were submitted on 11/10/09.		

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

**Faculty**

All the full-time librarians have attended several of the Internet Librarian-Conferences held in Monterey in the past few years, and have personally paid the registration fee to attend.

**Electronic Resources & Instruction Librarian:**

1. Conferences and workshops:

- Internet Librarian 2004, 2005, 2006, 2007, 2008, 2009
- California Library Association 2006, 2008
- LOEX 2006
- CARL ("Going Global") 2006
- MERLOT 2009
- CCLI 2008, 2006
- CSUMB Wireless Conference 2004, 2005
- ExLibris Technical Seminar 2008
- ELUNA User Group meeting 2008
- Voyager User Group meeting 2006
- Monterey County Literacy Consortium 2007
- Voyager User Group meeting 2009

2. Training:

- Adobe Certified Captivate training 2007
- Advanced Research Skills Course (Cabrillo College online)
- LIBR 60 course – Family History
- @One institutes (multi-day training)
  - Creating Interactive Learning Content Using Camtasia Studio
  - Using Dreamweaver
- @One online courses:
  - Introduction to Teaching with Moodle
  - Podcasting for Teaching
  - Building Emergency Response Training

3. Webinars

- @One webinar: Office 2007
- ABCs of PDFs
- Trends in e-Learning
- Technologies to Watch
- Beyond Web 2.0
- Creating a 2.0 library
- RSS for libraries
- Chat Reference
- 25 technologies in 50 minutes
- Beginner's Guide to Podcasting
- Keeping e-resources in line with ERM
- CA State Librarian's updates

**Reference/Instruction Librarian:**

1. LOEX of the West
2. Internet Librarian
3. CCLI (California Clearinghouse on Library Instruction workshops)
4. @One teaching with Moodle
5. @One Advanced Dreamweaver
6. CCC2One: Various online seminars
7. LearningTimes Online Library Community: Various online seminars

**Technical Services Librarian:**

1. @ One teaching with Moodle
2. OCLC and RDA (Resource Description & Access)
3. Internet Librarian 2004-2009
4. Campus Flex Day workshops
5. CARL Information Competency
6. Disaster Training
7. CCLI (California Clearinghouse on Library Instruction) workshops

**Public Services Librarian:**

1. LIBR 80 course
2. Workshops:
  - Problem Patrons
  - Reference Sources
  - Disaster Training
  - Library Instruction
  - Copyright Law & Libraries
  - Managing Performance Through Evaluation for Community College Districts
  - Going Outside Classified Service: Short Term Employees
  - Disability Discrimination, Family & Medical Leave Laws
  - Discipline: Putting it into Practice
  - Preventing Harassment
  - Embracing Diversity in Community Colleges
  - Performance Management
  - Censorship: Church & State
3. @ One Conferences
4. Internet Librarian Conferences (4)
5. Webinars:
  - Moodle
  - Databases
  - Instruction

**Adjunct faculty:**

## 1. Training:

- Intro to teaching with Moodle,, online course, August 2007 Workshop:
- Open Source technologies workshop at CSUMB

## 2. Webinar:

- Chat Reference service

**Staff****Library Operations Coordinator** (Amelia Hellam)

- Voyager Cataloging and Acquisitions – Nov 2008
- Problem Patron Workshops – April 2009 Watsonville
- MOBAC Best Reference Workshop – Oct 2008
- MOBAC Hands On Workshop – October 2009

**Library Specialist – Technical Services** (Durell Stouffer)

- Dealing with Difficult Patrons
- Understanding CalPers
- Building Emergency Response Training

**Library Systems Technology Coordinator** (Gregg Yearwood)

## Workshop:

- Deploying Windows Vista Business Desktop
- MOBAC Technology Workshop: DRUPAL
- MOBAC Technology Workshop: Open Computing
- MOBAC Technology Workshop: Future Technology

## Courses:

- Networking Essentials
- Router theory and Configuration
- @One Active Directory Class – Evergreen College – May 2009

## Training:

- Windows Server 2008
- Artstor Administration tutorial

**Library Specialist – Interlibrary Loans, Periodicals & Circulation Desk** (Kirk Hall)

- Voyager training sessions
- Interlibrary loan workshops
- Ebsco training sessions
- Communicating with Co-workers workshop
- Building Emergency Response Training

**Instructional Technology Specialist** (Phuc Le)

- Deploy Windows Vista Business Desktop workshop
- Networking Essentials course
- Router Theory and Configuration course
- Windows Server 2008



**Unit Office Manager (Robin Clouse)**

- Building Emergency Response Training
- EEO/Hiring Practices
- EXCEL 2007 @One workshop
- PowerPoint 2007@One workshop
- SEMS, ICS-100/200, & IS-700 NIMS Emergency Training

**Library Circulation Desk Coordinator (Roseann Erwin)**

- MOBAC Copyright Workshop, December 2008
- MOBAC Dealing with Difficult Patrons Workshop, Spring 2009
- Voyager Circulation Update Training, Spring 2009
- LIBR 204: Information Organizations and Management – Fall 2008
- LIBR 244: Online Searching – Fall 2008
- LIBR 248: Beginning Cataloging and Classification – Spring 2009
- LIBR 210: Reference and Information Services – Fall 2009
- LIBR 240: Information Technology Tools and Applications – Fall 2009
- LIBR 221: Government Information Sources – Spring 2010
- LIBR 247: Vocabulary Design – Spring 2010

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

We completed a Library Patron Satisfaction Survey (survey and results in Addendum D) that included faculty, staff and students, during November 30-December 11, 2009. The survey was posted electronically from our webpage and also distributed in print from the Library Reference Desk. 202 responses were collected.

**Question #1:** The first question asked was geographic. Over 25% of our users are outside the MPC service area and range from Bolsa Knolls in north Santa Cruz County and Clovis to the south. Nearly 75% were in the MPC service area.

**Question #2:** In the second question, we wanted to know “Who are our users?” Nearly half the respondents identified themselves as MPC staff/administrators/faculty. The other 47.5% respondents identified themselves as MPC students. Surprisingly, we only had 1% identify themselves as both a student at CSUMB and here at MPC. Only 1.5% identified themselves as community users. There were no responses from high school students or students from colleges other than CSUMB. .

**Question #3:** How often do you: Use the group rooms, library computers, meet friends, check out materials, check out reserves, read the newspapers and magazines, access the databases, use the tutorials, conduct research and check email.

How people use the library yielded some interesting information:

- Over a third of the users do not check out the group rooms
- 42% of users use the library computers daily or weekly. I believe that the 28% of the respondents who never use the computers are Faculty/Staff/Administrators.
- Nearly 30% of users come to the library for social reasons.
- Nearly 35% check out DVDs, books and CD's at least monthly.
- Only 14% of the users say they use the reserve collection more than 3x a semester; this doesn't correlate with our circulation statistics.
- Other significant facts show that the databases are used weekly by over 25% of the students and another 27% use the library to conduct research.
- 25% of users check their email/facebook accounts daily, 45% never check their email. Again, I would expect that this figure is for staff, faculty and administrators.

In the questions below, where we asked for narrative answers, we coded the answers with a value of 5 if it was positive, 3 for neutral and 1 for anything negative.

**Question #4:** If you don't come to the library often, are there any barriers we should be aware of?

- 54% of students responded neutrally with comments such as “None”, “None I am just very busy” or “no”.
- 32% of students felt the library atmosphere was either noisy.... “the Library is not conducive to study”, “it's too noisy with social groups gathering and cell phones ringing” or the hours were too limited ...”we miss the extended evening hours and weekend hours”.

**Question #5:** If a bag of money were left on the library's doorstep what would you do with it?

The overwhelming results were:

- 69 % wanted more databases
- 73% wanted more print books
- 60% wanted more media
- A startling response was that 54% of students thought we had enough laptops, when in fact we do not have any! This means we need to ask this question more clearly next time!

**Question #6:** If we were to add back hours, what is most desirable?

- 45% wanted us to stay open till 9pm
- 37% wanted Saturdays from 1-5pm
- 34% wanted Saturdays from 9-1pm
- 33% wanted Sundays from 1-5pm

**Question #7:** What additional services would you like the library to offer?

We received 37 general comments, some of the responses can be categorized by:

- Laptop availability: 3 responses
- Hours expansion: 6 responses
- Textbook availability: 3 responses
- Additional staff: 2 responses
- Other comments ranged from: Sell scantrons & pencils, to run a volunteer program.

**Question #8:** Would you attend any of the following programs?(the choices offered were storytelling for adults, resources for health and wellness, resources for art, resources for legal information, resources for resumes and job searching, resources for genealogy, computer basics, book discussion groups, poetry readings, author and artist lectures with a range of response from "absolutely", "some interest" and "no interest"

- 55% of the responses indicated "some interest" in programs related to finding information about resources for health and wellness and resumes and job searching.
- 52% indicated "some interest" in resources for art and legal with genealogy coming in at 43%.
- The least interest was in storytelling for adults, computer basics, and poetry readings.

**Question #9:** Would you attend any of the following programs?

There was some interest in programs for:

- Resumes and job searching (57%),
- Health and wellness (55%)
- Book discussion groups (47%)

- Art (51%)
- Author & Artist lectures (46%)
- Genealogy (42%)

**Question #10:** How would you rate the Library staff?

The response on this was gratifying! 72% thought the staff was friendly, helpful and courteous. Only 1% though we delivered poor service.

**Question #11:** Is there anything else you would like to share with us?

We received 50 enthusiastic responses!

- 44% were positive. The positive comments are mostly about the library being a wonderful resource and staff that is helpful and informative.
- 22% were negative. The negative responses can be categorized in 4 areas, lack of hours, impatient staff, dirty environment and noisy conditions.

The last time we did a patron survey in 2004, we received similar responses about the noise. We have tried to enforce a quieter area on the main floor and have asked many students to leave and have asked the reference librarians to go up every hour to the 3<sup>rd</sup> floor to make sure that the area is quiet. We need to continue to work with staff and security to make sure the noise level in the library is tolerable.

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

The current staffing is inadequate for the number of hours the library is open. Our open hours were reduced from 62 hours to 54 hours in Fall 2009 (13.9% reduction). We are asked to provide services at the Marina Campus and have recently had our Library Circulation Coordinator meet the Marina Campus staff to talk about reserves and circulation issues.

The library is currently in the process of upgrading two classified staff in order for their position to accurately reflect the additional responsibilities they have taken on over the past few years. In addition, the library's Systems Technology Coordinator position needs to be upgraded to more accurately reflect the level of responsibility (currently, the position is at the same level as the Library Operations Coordinator).

The library has been without a Director for more than three years which has resulted in 3 of the 4 full-time librarians performing those duties (i.e. budget, personnel, and building technology). There were 2 failed recruitments for the position. While the 3 full-time Librarians have done a laudable job in supervising the library, they are burning out. One of these Librarians is retiring, leaving the duties to be divided by 2 instead of 3. Because the full-time Librarians are doing the Director's job, they are not fulfilling portions of their own job descriptions, and even though there has been some additional money for reference hours, demand for reference service has increased so much that there is only time to do reference work when scheduled at the reference desk (answering questions and instructing patrons on how to use the library databases, citations, formulating research strategies, synthesizing thesis statements into searchable keyword queries, etc.). Job tasks not done in Electronic Resources, Public Services, or Technical Services cannot be assigned to part-timers.

The library is currently exploring options to address the lack of a Director; these might include moving to Division status, with a Division Chair. The position would need to have additional weeks of service (beyond those outlined in the MPCTA agreement for Division Chairs in Instructional Divisions) due to the library's year-round operation.

**c. PROGRAM IMPROVEMENT PLAN:**

Identify any plans your program has to:	Details
<input checked="" type="checkbox"/> Take steps to improve faculty and staff satisfaction.	<p>We are as flexible as possible in allowing staff to take time off, without impacting public service.</p> <p>We also promote staff attendance at regional workshops as opportunities for self improvement, and accommodate schedules for any classes that staff want to take. For example, we have changed the schedules of the IT staff so that they could take MPC classes.</p> <p>We encourage staff to participate on campus committees.</p>
<input checked="" type="checkbox"/> Seek out opportunities for training and development.	<p>We try to provide as many in-house trainings as possible by pulling staff from outside the department to come and present information to library staff.</p>
<input checked="" type="checkbox"/> Adjust staffing to meet program's mission.	<p>Meeting our students' informational needs is our first priority. We have tried to make the webpage as easy to use as possible and it serves as a gateway to our databases and other information as we are not open as many hours as students need. We don't have enough staff to be open any more hours than our current schedule allows.</p>

## 1. Summary

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	Hire a Library Director or Associate Dean of Library and Learning Resources	Program's mission Course offerings and scheduling Program's vitality Student learning Staffing issues	Ongoing	Administration	\$107,000 + benefits  NOTE: Cost shown is for Associate Dean. If the vacant position is filled by a faculty librarian, the cost will be lower.
2	Upgrade to server at CSUMB	Shared integrated automated system controls library functions for cataloging, circulation, database maintenance, acquisitions, serials control, inventory and reports.	2010	Stephanie Tetter	\$5000-\$8000

**Budget Dependent (continued)**

<b>Priority</b>	<b>PIP Item</b>	<b>Rationale</b>	<b>Timeline</b>	<b>Responsible Person</b>	<b>Cost</b>
3	Add two part-time Instructional Technology Assistants (SvC3) 19 hours/week for nine months (36 weeks) to assist in the computer labs.	<p>Program's Mission Program's Vitality Staffing Issues</p> <p>In addition to our regular workload in the computer labs, there is a newly implemented time intensive student email system and students come to the library for assistance setting up their accounts. Additional workload has also been created by the increased number of students who are digitally illiterate. Our workload has increased tremendously and we need additional help in the computer labs.</p>	In progress	Stephanie Tetter	\$24,112 (Estimate)
4	Add 2 Library Specialist positions for the Circulation desk (SvC4) 19 hours/week for nine months (36 weeks).	<p>Program's Mission Program's Vitality Staffing Issues</p> <p>With the new Education Center, reserve material needs to be processed and circulated. In the absence of these positions, we will have to reduce the number of hours the library is currently open.</p>	In progress	Deborah Ruiz	\$23,503 (Estimate)



**Budget Dependent (continued)**

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
5	Increase the amount for subscriptions to online databases from \$36,363 (amount formerly allocated from TTIP funds) to \$71,010 which is the actual figure that we need to pay for the 2009-10 year.	<p>Program's Vitality Student Learning</p> <p>Prices for these databases increase every year, yet we have received no increase in funds. In fact, these funds have been eliminated from the state budget. We will be cutting database subscriptions for fall 2009 due to elimination of the TTIP budget. These databases are available to serve all of our students, faculty, staff, the community and the new Education Center at Marina.</p> <p>NOTE: The pricing for database licenses purchased in a consortial agreement is based on figures provided to the Community College League by the Chancellor's Office. The current figure is based on a reported FTES slightly below 2500, which is the cutoff point for pricing for many of the licenses. These figures are expected to be updated to reflect the current FTES, which will result in an estimated increase of \$20,000 (based on the number of databases currently licensed).</p>	Ongoing	Stephanie Tetter	\$34,647
6	Add another section of LIB 80, offered as a face to face class rather than online.	Program's Vitality Student Learning	In progress	Stephanie Tetter	

### Budget Dependent (continued)

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
7	Restore District funds for library materials (\$33,500) along with a yearly annual increase based on inflation.	<p>Program's mission Program's Vitality Student Learning</p> <p>Funds for library materials are now taken out of the Instructional Equipment, Library Materials Block Grant. The District has not returned to the practice of funding library capital outlay for materials (6300) from the District budget. According to the Consumer Price Index, the inflation rates for 2008-09 were 4+%.</p>	Ongoing	Bernadine Abbott	\$33,500 + \$1,350
8	Add adjunct Librarians for the Education Center and for additional sections of LIBR 50.	Program's Vitality Staffing Issues	In Progress	Deborah Ruiz	\$3400 for LIBR 50 \$12,000 for Ed Center
9	Add Federated Searching software license.	<p>Program's mission Program's Vitality Student Learning</p> <p>Improving access to online resources via a federated search engine will enhance the ability of researchers including students, faculty and staff to locate various resources with a single search interface.</p>	Ongoing	Stephanie Tetter	\$7,267

**Budget Dependent (continued)**

<b>Priority</b>	<b>PIP Item</b>	<b>Rationale</b>	<b>Timeline</b>	<b>Responsible Person</b>	<b>Cost</b>
10	Add an annual budget for staff training.	<p>Program's mission Program's Vitality Student Learning</p> <p>With the rapidly changing technology affecting all of us, it is vital that staff be trained to obtain essential skills and knowledge.</p> <p>Neither the Circulation Supervisor nor the Systems Technology Coordinator have had any formal training on the automated system.</p>	Ongoing	Deborah Ruiz, Stephanie Tetter, Bernadine Abbott	\$4000

## Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Analyze the entire collection for relevance and currency in coordination with the faculty. If we are successful in hiring a Director of Library Services or an Associate Dean of Library and Learning Resources, the librarians will have more time for collection analysis.		Ongoing	Deborah Ruiz Bernadine Abbott
Review learning outcomes and assessments for our courses; provide information resources through the library web page.		Done	Bill Easton
Continue to update our web page.		In progress	Stephanie Tetter
Evaluate options for technology modification (including circulating laptops or netbooks, expanded wireless, desktop virtualization, cloud computing, and others).	40% of our current desktop PCs are over 6 years old and are inadequate for students' needs. Demand exceeding supply of workstations during peak hours suggests laptops as a potential solution.	In progress	Stephanie Tetter
Increase interest and awareness for Family Research Studies program	Increased enrollment for all genealogy classes-better chance for LIBR 62 and 63 to be offered	In Progress	Bill Easton Karen Clifford

**MONTEREY PENINSULA COLLEGE  
Monterey, CA**

**REPORT AND RECOMMENDATIONS  
FOR ADMINISTRATION OF THE  
LIBRARY AND TECHNOLOGY CENTER**

**Ruth Metz Associates, Portland, OR**

**January 6, 2009**

## CONTENTS

1. Executive Summary
1. Findings and Conclusions
3. Recommendations
4. Timeline for Hiring a Director of Library and Learning Resources
  
5. Report
5. Purpose
5. Methodology
6. Findings
6. Current Conditions
6. Interim Administrative Structure
6. Library and Technology Center
7. Leadership Void
8. Administrative Perceptions of the Library
8. Future Vision for the College and the Library
9. Potential for an Effective Library Given the Institutional Vision
9. Scope of Responsibility
10. Maximizing the Effectiveness of the Library and Technology Center
11. Potential for Attracting an Effective Leader and Administrator
12. Conclusions
12. Need for a Leader
12. Help Needed for Recruitment
13. Time is of the Essence
13. Abilities, Skills, and Qualities Needed
14. Shore up the Interim Administration
  
15. Recommendations
18. In Conclusion
19. Firms Specializing in Library Executive Search
20. Exhibit A: Library Consultant's Site Visit Itinerary
21. Exhibit B: Summary of Student Focus Group, December 4, 2008

## **EXECUTIVE SUMMARY**

### Findings and Conclusions

Monterey Peninsula College has tried unsuccessfully for 2½ years to recruit a qualified Director of Library Services. It has been operating under an interim administration whereby three faculty librarians perform a share of the administrative duties in addition to their faculty assignments. The college administration commissioned this study to determine the optimum administrative model for the library.

The concept behind the purpose and design of the Library and Technology Center is progressive and entirely consistent with the college's three-year strategic agenda. That concept is: to provide a student-focused learning center with the library at its core. The library, its information literacy curriculum, the student learning programs, and the latest information and educational technology were meant to provide a seamless flow of services to students.

The Library and Technology Center has the capacity to play a pivotal role in achieving the college's three-year strategic emphasis: preparing to meet California's basic skills initiative, developing its curricula to serve business and industry, and strengthening its transfer programs. As dismal as the California economy is at present, the change in leadership at the national level and its stated objectives for the nation's economic revitalization holds a great deal of potential for the role of community colleges.

However, the Library and Technology Center needs the right leader to develop its concept and deploy its assets effectively and efficiently. The best way to do this is to give a new Director of Library and Learning Resources the mandate to provide an integrated service program and the authority that will be necessary to accomplish it.

The Director of Library and Learning Resources should be a 12-month administrative position at the Associate Dean level. The preferred candidate should have an ALA-accredited Master's in Library Science.

The Director of Library and Learning Resources should be responsible for all library and learning center support programs in the Library and Technology Center. This includes Academic Support which reports to the Vice President, Student Affairs. Further, the Director of Library and Learning Resources should have explicit responsibility for working with college offices that now offer or plan to offer technology-based learning support programs for students.

The college leadership must let the parties in the building and college-wide know that this is the expectation. The Director of Library and Learning

Resources will need both the authority and the leadership ability to bring about the optimum integration. It's important to bring people on board with this as the recruitment is taking off and taking place.

Whether all staff in the building report to the Director of Library and Learning Resources or not, all should be responsible for collectively developing a plan of service that is student-centered and that makes their services easily, conveniently, effectively, and efficiently accessible to the students. They may differ in their views as to the scope of this leader's responsibility. However, most are open to a collaborative leader. There will be pockets of resistance. Nevertheless, the college leadership should insist.

With the help of a library executive search firm, the college administration will be successful in its search. This time, there will be several things to recommend it:

- the concept underlying the Library and Technology Center;
- the purposeful strategic intent of the college administration;
- The scope of responsibility;
- The 12-month administrative position at the associate dean level;
- Competitive salary;
- and the appeal of the Monterey Peninsula locale.

Furthermore, the pool will be enriched if the college recruits among public libraries as well as academic libraries.

The library has been barely maintaining its administrative operations. The college administration should not settle for up to six more months of the status quo at a time when it is preparing to expand its basic skills program, distance learning, and off campus centers.

Instead, it should contract for the services of a seasoned interim director. The right interim director can mobilize the library, assist the Dean of Instruction, Liberal Arts, with these initiatives and the logistics of the search for a Director of Library and Learning Resources. He or she may also be able to lay the ground work for a fuller integration of the Library and Technology Center and a successful articulation with the incoming Director of Library and Learning Resources.

## Recommendations

1. With deliberate speed, hire the Director of Library and Learning Resources. The "Recommendations" section of this report outlines a set of actions and timeline. Figure 1 below summarizes those actions and timeline. Work should begin immediately in January to effect a



start date in mid-summer 2009. Many of these actions will overlap in sequence and should be undertaken somewhat simultaneously.

2. Select a library executive search firm to recruit a qualified pool of candidates and to assist the Dean of Instruction, Liberal Arts, in the selection and appointment of a Director of Library and Learning Resources. This report includes the names and contact information for three library executive search firms. The college should expect to pay \$20,000 to \$25,000 depending upon the services the firm will provide.
3. Identify and hire an interim library director as soon as possible. This should be a seasoned administrator who does interim work routinely and has no interest in the Director of Library and Learning Resources position. The library executive search firms should be asked to assist in recommending interim director prospects. The search for such a person could be included in the contract with the library executive search firm.
4. Emphasize the expectation for an integrated Library and Learning Center in the reorganization of Academic Affairs by recognizing the position as an associate dean reporting to the Dean of Instruction, Liberal Arts. Refine the proposed reporting relationships at the top of the re-organization chart accordingly. Address the reporting relationship of the Academic Support Center Coordinator. This program should either report to the Director of Library and Learning Resources or there should be a very significant reason why it cannot. Provide a facilitated meeting of the stakeholders to work on the details of the transition in reporting relationships.

**FIGURE 1: TIMELINE FOR HIRING A  
DIRECTOR OF LIBRARY AND LEARNING RESOURCES**

<b>When</b>	<b>Who</b>	<b>Actions</b>
Early January 2009	Dean of Instruction, LA VP-AA College President	Decide on scope of responsibility Decide to hire Confer on scope of responsibility With President's cabinet
By mid-January	Dean of Instruction, LA (HR)	w/ HR, draft working job description
By mid-January	Dean of Instruction, LA VP-AA College President	Bring stakeholders together in a facilitated meeting; Announce decision to hire, scope of responsibility, the selection process; Address questions and concerns
Mid-January	Senate, VP-AA, College President	Appoint an advisory search committee
Mid-January	Dean of Instruction, LA HR	Make a list of tasks the college will handle Make a list of activities the library executive firm to handle; Dean interviews 2-3 library executive search firms and requests proposals
End of January	Dean of Instruction, LA	Contracts for the services of a library executive search firm
February	Library Executive Search Firm HR	Prepares announcement brochure and advertisements Begins recruitment Works with library executive search firm to advertise position; enhances applicant pool; Screens by in-person interviews
March – April	Library Executive Search Firm	Works with HR and the Dean's advisory search committee to interview and evaluate candidates
By mid-April	College President	Makes a hiring decision, negotiates compensation and a start date
Mid-summer	Dean of Instruction, LA	Welcomes and provides orientation for the Director of Library and Learning Resources

## PURPOSE

The purpose of this report is to recommend an optimum administrative structure for the library. For the purposes of my work, I have assumed that “library” means the Library and Technology Center.

The Library and Technology Center includes four learning centers that heretofore have operated independent of the Director of Library Services. Nevertheless, the design and purpose of the Library and Technology Center and the vision of the current college leadership is for a seamless integration of its components for the benefit of students. To consider an administration of the library that ignores this purpose and vision would be counterproductive.

## METHODOLOGY

I obtained information for my analysis through preliminary telephone interviews with the client and a review of relevant library and college documents. This was followed by a two-day visit to the campus to interview selected stakeholders and to see the Library and Technology Center and its operations. A list of those interviewed is included in Exhibit A. I examined data about relevant community college library and learning resources and spoke with several key informants.

I conducted a student focus group while on campus. Though many of their comments were germane to the library, some spoke to other concerns not directly related to my purpose. Exhibit B, which should be of interest to the college administration, is a summary of that focus group.

The recommendations at the end of this report are based on my analysis of current conditions and future prospects. The key considerations in my analysis were:

- the future vision of the college leadership, both for the college and the Library and Technology Center;
- the potential for an effective Library and Technology Center given that vision;
- the scope of responsibility of a library administrator, given the purpose of the and Technology Center and the proposed organization of Academic Affairs; and
- the potential of the position to attract an effective leader and administrator.

## FINDINGS

My research resulted in several major findings. This section of my report elaborates on each. First is a description of current conditions related to the administration of the library and the Library and Technology Center.

### Current Conditions

#### *Interim Administrative Structure*

The Monterey Peninsula College library is administered under the Dean of Instruction, Liberal Arts, by three faculty librarians, each with a share of administrative responsibility. This interim administrative structure began after the resignation of former Director of Library Services, Mary Ann Teed, about 2 and ½ years ago. It has continued through two unsuccessful searches for a new 10-month, faculty-status library director.

The three faculty librarians split administrative responsibilities by budget, personnel, and building and technology. These responsibilities are in addition to their faculty assignments in the library: public services (Deborah Ruiz), technical services (Bernie Abbott), and electronic resources and instruction (Stephanie Tetter). These three faculty members work on a 10-month faculty contract. The director stipend of \$1786.00 per year compensates each of them \$49.61 per month for their administrative responsibilities.

#### *The Library and Technology Center*

The 65,000 square foot Library and Technology Center, completed in 2003, was purposefully designed to be a library and a learning center supported by technology. The intent was to achieve a “student-centered, high technology, information rich, collaborative teaching and learning center.<sup>1</sup>” The library occupies the 2<sup>nd</sup> and 3<sup>rd</sup> floors of the Library and Technology building, while four learning labs occupy the first floor: English as a Second Language (ESL), English Skills and Study Center (ESSC), the Reading Center, and the Academic Support Center. All but the Academic Support Center, which is under the Vice President for Student Affairs, are under the Dean of Instruction, Liberal Arts.

According to the 2008 job announcement, the “Director of Library Services is responsible for managing all Library programs and services to meet the information requirements of the students and staff of Monterey Peninsula College.” The announcement also states that the Director of Library Services has the responsibility to “direct and coordinate facility operations

---

<sup>1</sup> From Library and Technology Center brochure

and maintenance for the Library Technology Center building with appropriate District offices.”<sup>2</sup>

While the Director of Library Services is responsible for “providing leadership in planning, developing, and overseeing all aspects of library services”, no one is responsible for insuring an integration of library and learning centers in the Library and Technology Center. It appears that this is to be achieved through the collaborative effort of the faculty and staff occupants of the building.

Whatever the reason for not assigning someone the responsibility for developing an integrated program of service from the Library and Technology Center, the college administration now has an opportunity to change course. It can make this part of the position description for the Director of Library and Learning Resources and fill it with the person who can lead the way. There may be pockets of resistance but mostly there is open-mindedness among library and learning center staff for a more effective, collaborative program of service to students.

### *Leadership Void*

Students, faculty, and staff are generally unaware of how the administrative structure of the library influences them. However, their concerns about the library bespoke the need for the kind of leadership that has “fallen through the cracks” during the interim period. For example: more hours and more convenient hours including Saturday mornings, a collection that meets the needs of students, appropriately managing conduct in the building, and resourcefully managing the demands on classroom and other spaces in the Library and Technology Center.

Having tried for 2½ years to operate without the leadership of a director, no library faculty, library staff, or college administrator interviewed questions the need for a single administrator for the library. Though appreciative of the faculty librarians for having served over the protracted interim period, college administrators and library staff acknowledge the need for a leader with the vision to make an integrated library and learning center a reality for the residents of the college district.

If the silos of space are any indication of how successfully the Library and Technology Center’s purpose has been achieved, the report card is not good. Internally, there is an unspoken agreement not to talk about the reallocation or even rearrangement of space. The program occupants do not meet periodically to assess how the spaces are working for the students. Unless it occurs in their area, they tend to have blinders on when it comes to unruly behavior in the building. The learning center staff will not approach one another to discuss a more student-friendly flow. Changing

---

<sup>2</sup> Director of Library Services job announcement, 2008

the entrance threshold on the learning center floor is off limits because of battles between library and learning center staff who are no longer even working at the college.

### *Administrative Perceptions of the Library*

College administrators perceive the library administration has been uncooperative concerning the use of classroom and lab spaces in the Library and Technology Center. They doubt that spaces are used with the frequency the library staff claim. Though they appreciate the Library and Technology Center building, there is also a residue of unhappiness that the former director may have held the building too close. Administration is frustrated that the Library and Technology Center hasn't achieved the integration that it would like to see.

The interim library administration believes the spaces are in use or are committed. They feel duty bound to protect the space, fearing that allowing other uses will gradually reduce the space for its intended purposes. Their reactivity around this issue contributes to the perception that they are uncooperative. This perception may be generalized to the library as a whole. These perceptions may undermine administration's confidence in a library administrator to lead the way, positively and proactively.

Meanwhile, others say that the campus doesn't have a space problem; it has a scheduling problem. The tendency for faculty to schedule limited hours Monday through Thursday, said Administrative Affairs Vice-President Joe Bissell, impacts everything from parking to classroom space.

### Future Vision for the College and the Library

The MPC leadership is intent on reversing a past pattern of enrollment decline by reaching out to the entire district. The college wants to establish strong relationships with business, industry, and the community, and provide the educational offerings suited to their current and future needs. The near-future strategic intent is to emphasize basic skills, career and technical education, and college transfer.

According to College President Douglas Garrison, the library is "the central core and identity of the college". As such, he believes the library should exemplify openness, inclusiveness, integration of learning and technology, adaptability to the dynamic nature of learning, and an attitude of "yes". By an "attitude of yes" he means that staff is ready and willing to do what is necessary to effectively serve the college community, actively engaging with the college leadership. An "attitude of yes" means that staff enthusiastically and resourcefully brings the resources of the Library and Technology Center to bear in pursuit of the college's strategic direction.

The proposed reorganization of Academic Affairs is intended to align the institution with the college's strategic focus. This is an ideal time to align the Library and Technology Center, as well, under the leadership of a Director of Library and Learning Resources.

### Potential for an Effective Library Given the Institutional Vision

The Library and Technology Center is poised to become the kind of library envisioned by President Garrison. The venue is there: a well-appointed building with the space, learning resources, technology, programs, and staff. However, there is a void of leadership when it comes to the integration of these assets into a cohesive, seamless, efficient flow of resources and services for the students.

For this to happen, there must be someone whose responsibility it is to ask the right questions. How effectively and efficiently does our program of service enable student achievement? How can we support or integrate the math learning lab for the benefit and convenience of students? How can we effectively support the strategic directions of the college related to basic skills, economic development, and the development of programs that create jobs for business and industry? How can we effectively and efficiently export our services to our educational centers and to our distance students? How can we import other learning options into our virtual space? What technology will it take? How can we be nimbly responsive to the changing needs of college's market?

The college administration has an opportunity to fill this leadership void just as it reorganizes Academic Affairs. With or without the reorganization, however, leadership from the Library and Technology Center is paramount. The concept that inspired the Center is entirely consistent with the college's strategic direction. The college needs a Director of Library and Learning Resources who can develop this concept and the assets of the Library and Technology Center to its full potential.

### Scope of Responsibility

The scope of responsibility, placement within the institutional hierarchy, reporting relationships, and compensation for heads of community college library and learning resources centers in California vary considerably. Depending upon the college, the library, typically called library and learning resources, can include:

- media services
- instructional television (ITV)
- instructional technology

- distance education
- computer services
- tutorial services and learning centers

Administrative titles typically include director of library and/or learning resources, associate dean, and associate vice president. Generally, this depends upon the size of the institution. Salaries vary according to scope of responsibility and the salary structure of the community college.

The data shows that library/learning resources centers generally integrate several of these components, depending upon the institution. Each library/learning resources center is unique to its college. Thus, it is not useful to compare these positions. Rather, it is important to fashion the position for the circumstances of the particular institution.

At MPC, the library is an institution within the college institution. By design, the Library and Technology Center houses that institution which, also by design is integral to the learning center concept. The public uses and borrows materials from the library. Students and prospective students use the college library and the community libraries in the district interchangeably. The building concept includes spaces for educational and cultural programs for the public.

The library has a sizable following of advocates and is a magnet for donors, both new as well as those of long-standing. Its spaces were designed as venues for educational and cultural programs and events for the public at large, as well as for the students. It is both an educational and cultural institution with the potential to have mutually beneficial relationships with other educational and cultural institutions.

#### Maximizing the Effectiveness of the Library and Technology Center

The effectiveness of the Library and Technology Center can be maximized in two ways. First, it needs a leader who understands the purpose for which it was conceived and designed. This leader must be able to effectively influence staff in the building to embrace and to operationalize that role. He or she must be able to help the college administration, faculty, and staff integrate the most effective learning systems into a cohesive learning matrix for the benefit of students.

Second, the community which supported in concept and with funding the construction of the Library and Technology Center should be engaged in a continuing relationship with the library. For many donors, the library as a community cultural resource was paramount. It is to the college's advantage to maintain that community tie and to build on it with programming that benefits a learning community as well as a learning student body. The Director of Library and Learning Resources must be able



to cultivate and sustain community relationships, both individual and institutional.

### Potential to Attract an Effective Leader and Administrator

Two attempts to recruit a new library director failed. It is likely that several factors lead to this failure. The 10-month nature of the position and the consequent salary probably deterred applicants. For those career professionals who would seek such a position, the 10-month salary and faculty status would generally not be desirable. The experienced prospects, familiar with the year-round role and responsibilities of Director of Library Services would probably consider a ten-month faculty position unrealistic and a career demotion. While the position was posted widely in library and academic circles, there was no active recruitment by a designated scout. Both times, the pool of applicants was very small and barely qualified.

There is much about the position as recommended that would be very attractive to eligible prospects. The purposeful design of the building as a learning center with a library at its heart, supported by technology, and actively engaged with the community will be very exciting to the right prospects.

Apart from its very desirable location in Monterey, CA, the college leadership has a progressive vision for the college. It also has a president who believes that the library should be at the core of the institution. The Library and Technology Center is a new, well equipped, well appointed facility. It is the jewel of the campus and a source of pride for the community. In a student focus group during my visit, the students enthusiastically agreed that “we are super-stoked” to have the Library and Technology Center.

I interviewed Kim Bui-Burton, Library Director for the Monterey Public Library and community member. Ms. Bui-Burton was on the search committee for the Director of Library Services for MPC. She has lived in Monterey for over 40 years. She was a MPC student in the 1970’s; her children have been MPC students as well.

Ms Bui-Burton emphasized the importance of the library in the current economy for adults returning to school. She emphasized that the library is an important piece of the college districts educational and cultural infrastructure. She said that “the library is part of the solution wherever the problems are in our communities.” Ms. Bui-Burton said that the college has an important role to play in the cultural arts, public art, and with other cultural institutions, including the public library, museums, and the art community. She believes this cultural mission of the library will be one of the most interesting parts of the job for a new leader. She urges that the college administration not underestimate the importance of this mission in the scope of responsibility and its appeal in recruiting and choosing a first-rate leader.

## CONCLUSIONS

### Need for a Leader

The college urgently needs a leader who can develop to its full potential the concept and assets of the Library and Technology Center. The concept that brought about the Library and Technology Center is progressive and full of promise. It requires a leader who can grasp the concept and develop it.

### Help Needed with Recruitment

While the building may be unique, combining library, learning, and educational technology is not. Therefore, a suitable pool of applicants can be found. The location and the nature of the position will be very attractive to community college library/learning resources career professionals nationwide and to public library managers.

According to library executive recruiters, the economy is making recruitment more difficult because people are reluctant to move. Applicant pools are smaller than usual, averaging 10-18, with about half not qualified. The recruitment process should include the public library sector, as well as academic.

One place to look for strong candidates is at community colleges whose library/learning resources centers have achieved successful integration of library, learning resources and programs, learning centers, and educational technology. However, the college should also recruit among the public library candidate pool. The goal is to find a bright, energetic, and innovative library manager who can integrate and develop the Library and Technology Center.

### Time is of the Essence

The time to do this is now. The college is moving ahead with its near-term strategic emphasis on basic skills, transfer programs, and development of programs for business and trades. The Library and Technology Center must catch up and gear up. The college should put the hiring of a Library and Learning Resources Director on a fast track. It can do this by hiring a specialized search firm to search out and recruit a highly qualified and proven set of candidates.

### Abilities, Skills, and Qualities Needed

Candidates should have a Master's in Library Science (MLS), significant library management expertise, and a track record of successful integration of library, learning resources, learning programs, and technology. They should have the intellectual qualities to engender confidence among the

stakeholders in their ability to lead library and learning development. They also must have the interpersonal qualities to bring about the integration and development of the Center. In other words, they must be able to bring stakeholders on board.

This position should be administrative, on a twelve-month contract, and at the associate dean level of the college's salary schedule. The 2007-2008 salary range is \$107,508 - \$123,680.

Bringing library and learning centers under a single administrator will be in the best interests of the college and students but it may not be without pockets of resistance. Nevertheless, it is important to insist for several reasons. The right person for the job will:

- Facilitate the coordination of learning centers in the Library and Technology Center to serve students on campus, in campus centers, and through distance education programs;
- facilitate the integration of library and learning centers in the Library and Technology Center;
- address in a purposeful way the space needs of Library and learning center programs;
- facilitate the appropriate accessibility to students of other college learning labs, tutorials, and programs, both existing and emergent.

In catching up, the Library and Learning Resources Director should address these priorities:

- Establish a vibrant library collection customized to the educational and leisure needs of students;
- maximize the hours of the center for the convenience of students;
- maximize the use of space for library and learning centers;
- upgrade educational technology to support student learning.

### Shore up the Interim Administration

The library has been maintaining its administrative operations but barely. One of the three faculty librarians now administering the library will be on sabbatical until mid-August 2009. Another is planning to retire in 2009. The college is at too critical a juncture for it to limp along for the next six months. The hours of service, the aging technology in the building, the state of the collection, the development of the Marina Center and distance education support are all reasons to shore up administration. An interim director can also assist the Dean of Instruction, Liberal Arts, with the ground work for hiring and orienting a Director of Library and Learning Resources.

## RECOMMENDATIONS

1. The college should expeditiously and aggressively focus on hiring a Director of Library and Learning Resources. The following actions should be undertaken expeditiously and somewhat simultaneously. This will make it possible to have the Director on site and at work by mid-summer 2009.

1.1 Early in January 2009, the Dean of Instruction, Liberal Arts, in conference with the Vice President for Academic Affairs and the college President should consider this report and decide on the recommended scope of responsibility, whether or not they will fill the position, and the approximate month they want the director to start work. The President may decide to confer with his cabinet on the decision, since it impacts Student Affairs. Once the decision is made, the Dean of Instruction should work with Human Resources to draft a suitable written job description.

1.2 By mid-January, 2009, the Dean of Instruction, Liberal Arts should work with Associate Dean for Human Resources and develop a job description for the Director of Library and Learning Resources. This should be consistent with the scope of responsibility as decided by the Dean, Vice-President, and President. The existing Director of Library Services job description could be the basis for the job description. However, it should indicate in the position description responsibility for the integration of the Library and Technology Center. Further, it should emphasize in the list of responsibilities the following:

- developing to its full potential the concept and assets of the Library and Technology Center;
- strengthening the library as a college and community institution as well as a component of the Library and Technology Center;
- working with faculty, staff, and administration to support student learning with the assets and resources of the Library and Technology Center. This includes on campus, at college centers, and through distance education.

1.3 By mid-January, 2009, the Dean, Vice-President, and/or President should bring the key stakeholders together to announce the decision and to answer questions. At that time or soon after, they could designate a facilitator for a meeting of stakeholders. As earlier noted, the recommended scope of responsibility may have pockets of resistance. Regardless, the devil's in the details: a facilitated meeting can surface the details so they can be addressed.

1.4 By mid-January, 2009, an advisory search committee should be in place, composed of at least:

- the Dean of Instruction, Liberal Arts,
- the Dean of Instruction, Occupational and Economic Development,
- a library faculty member,
- a library classified staff member,
- 2 learning center representatives,
- Associate Dean from Student Affairs or designee,
- the President of the Faculty Senate or his designee.

2. By mid-January, the Dean of Instruction, Liberal Arts, with the assistance of Human Resources, should outline the work Human Resources and the Dean's office will perform and that which they will ask of a library executive search firm. Search firms offer a menu of services and charge accordingly. The college could expect to pay around \$20,000. In this case, helpful services might include:

- Prepare announcement and advertising
- Work with a search committee
- Expand the pool of candidates
- Screen by in-person interviews
- Check references
- Handle detail work (acknowledge applications, respond to inquiries, notify unsuccessful applicants, etc.)

2.1 By mid-January 2009, having outlined the work desired from a search firm, the Dean should request proposals from 2 or 3 library executive search firms. A list of firms specializing in library executive searches is included below.

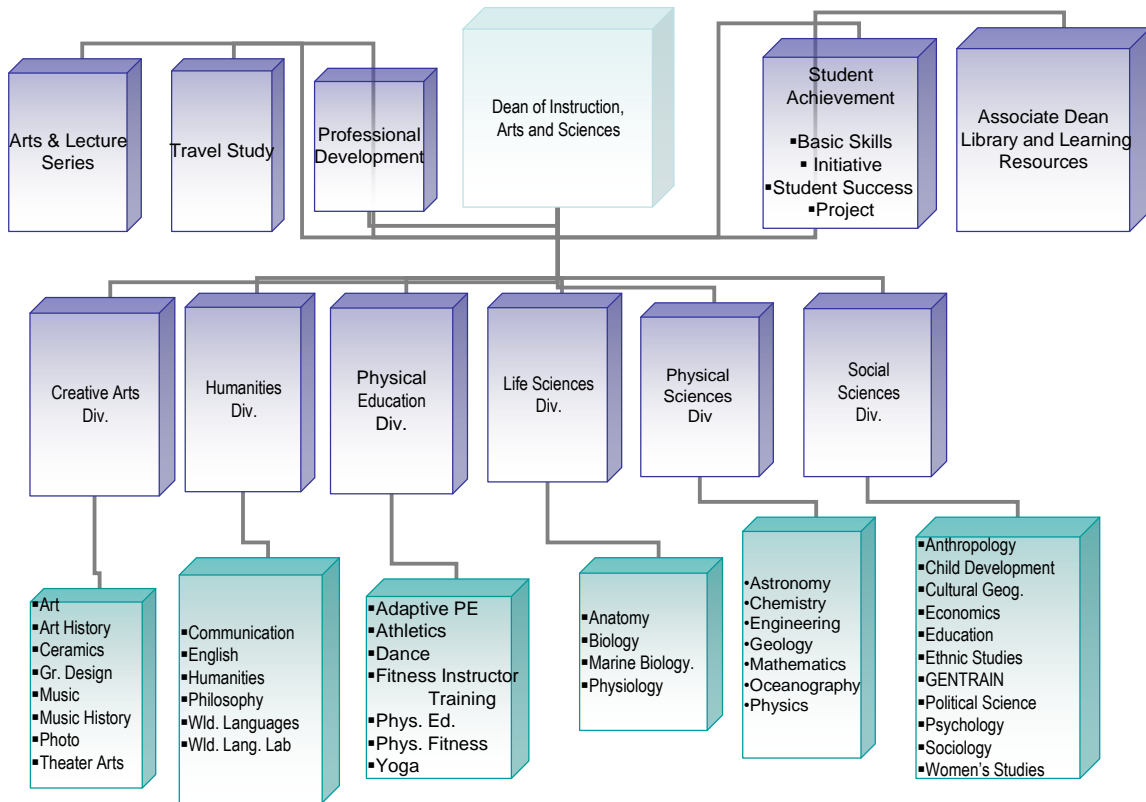
2.2 By January 31, 2009, the Dean of Instruction, Liberal Arts, should contract for the services of a specialized library search firm. The search firm would work on her behalf to aggressively recruit a qualified pool of candidates for the position.

3. In the meantime, contract with a consultant to be the interim director until the Director of Library and Learning Resources begins in mid-summer 2009.

4. Emphasize the expectation for an integrated Library and Learning Center in the reorganization of Academic Affairs by recognizing the position as an associate dean reporting to the Dean of Instruction, Liberal Arts. Refine the proposed reporting relationships at the top of the reorganization chart accordingly. See Figure 2 below. Have all learning

center support programs in the Library and Technology Center, including those now reporting to Student Affairs, report to the Director of Library and Learning Resources. Insure that every learning support program manager, regardless of the program's location, work with the Director of Library and Learning Resources to maximize services to students through the Library and Technology Center.

Figure 2: Recommended Placement of Library and Learning Resources in Proposed Academic Affairs Reorganization



5. Improve the management of classroom space in the Library and Technology Center. Library administration should:
  - provide a schedule of availability online for the classrooms in the Library and Technology Center;
  - designate a person in the library to handle all requests for the use of space, plus a backup;
  - provide that person with a simple set of guidelines for responding to permanent, temporary, or occasional requests for the use of space.

## IN CONCLUSION

The Library and Technology Center, is an exceptional venue for providing student-centered learning support of the highest caliber. The missing ingredient is the leadership dedicated to this purpose. By proceeding with all deliberate speed as recommended, the college can insure that the Library and Technology Center achieves its full potential at a critical time for the college.

FIRMS SPECIALIZING IN LIBRARY EXECUTIVE SEARCH

June Garcia  
1195 S. Harrison Street  
Denver, CO 80210  
[june@junegarcia.com](mailto:june@junegarcia.com)  
303-522-2225 (phone)  
303-757-0669 (fax)

Dan Bradbury  
Gossagesager.com  
4545 Womall Suite 805  
Kansas City, MO 64111  
Telephone: 816-531-2468 (and fax)  
[danbradbury@gossagesager.com](mailto:danbradbury@gossagesager.com)

Miriam Pollack & Associates  
1066 Shermer Road  
Northbrook, IL 60062  
847-272-5011 Phone and fax  
[miriampollack@comcast.net](mailto:miriampollack@comcast.net)



EXHIBIT A: LIBRARY CONSULTANT'S SITE VISIT ITINERARY

Wednesday, December 3, 2008	Building Tour
	Deborah Ruiz, Librarian
	Dr. Susan Steele, Dean of Instruction, LA
	Bernie Abbott, Librarian
	Mary Anne Teed, former Director of Library Services
	Bill Easton, Librarian
	Division Chairs
	Library Staff Meeting
	Marilyn Gustafson, Foundation Director
	Joe Bissel, Vice-President for Administrative Services
	Carsbia Anderson, Vice President for Student Services
Thursday, December 4, 2008	Stephanie Tetter, Librarian
	Kim Bui-Burton, Library Director, Monterey Public Library, Community Member
	Dr. Douglas Garrison, President
	Student Focus Group
	Marilyn Wilcox, Academic Support Center Coordinator
	Dr. John Gonzalez, Vice President for Academic Affairs
	Faculty Senate
	Laurie Bucholz, English and Study Skills Center Director
	Dr. Susan Steele, Dean of Instruction, LA

EXHIBIT B: Summary of Student Focus Group, December 4, 2008.

Students say they are very happy to have the Library and Technology Center. “We are super-stoked to have it [the Library and Technology Center].” It is the place students want to be because of the group and quiet study spaces, the café, the computers, and the beauty of the facility and its surrounding space.

Students complained about excessive talking, cell phone use, and on the 1<sup>st</sup> floor shouting, inappropriate language which is especially problematic when students have children with them. They say behavior is sometimes disrespectful. They say that staff back down when students challenge their authority.

Students would like to see a much better library collection, including current textbooks, required and suggested course readings, and for convenience and because local public library collections are spare, selected popular non-fiction and fiction. “Why is it”, said one student, “that all the books we need are not here?”

Students protested vehemently about what they called the scam of textbook sales on campus. “For the first time, I am paying more for text books than for tuition”, said one student. “At the bookstore, I pay \$180 for a textbook, resell it to the bookstore at the end of the semester for \$20 and the bookstore resells it for \$180. It’s a scam”, said another student. “I buy my textbooks on line or not at all because they are so expensive and except for math classes I can get away with not buying them at all and do fine in the class”, said another student.

About the required library course 50, the current course description claims that it is an online course yet requires on site visits. Students asked that the course instructor either change the course description or eliminate the onsite requirements to bring the course description in line with practice.

Students were dissatisfied with the rechargeable debit cards for photocopying and computer printing. The main complaint is that students have to buy a new card when they have left an unspent card at home and so can end up with several cards. They wonder if there is a more convenient way to keep track of charges such as being able to maintain an account that accumulates printing charges as a part of their library account, student account, or other periodic statement.

## Addendum B – SLO Reflections

### Instructor Reflections on Student Learning – LIBR 50

To be completed each semester by each instructional faculty member

#### Directions

##### **At the beginning of the Semester**

1. Meet with your department or group to choose at least one SLO or supporting objective for at least one of your courses to focus on for the semester.
2. Each department or group must choose to focus on GEOs (General Education Outcomes) at least twice during a program review cycle, if the department or group teaches GE courses.

##### **During the Semester**

3. Evaluate the student attainment of your chosen SLO(s) or supporting objective(s).

##### **Near the end of or shortly after the semester**

4. Reflect on the results and think about ways to improve the student learning related to the outcome(s) or objective(s).
5. Record your thoughts on this form in preparation for meeting with your department or group.
6. Keep this form for your records after your meeting with your department or group.
7. Proceed to the “Program Reflections on Student Learning”.

<b>Instructor Name</b>	<b>Department or Group name</b>	
Bill Easton	Library	
<b>Course Name and Number</b>	<b>Semester</b>	<b>Date</b>
LIBR 50-Introduction to Information Competency and Literacy	Fall 2009	September 10, 2009
<b>Course SLOs or supporting objectives (one or more) to be evaluated this semester</b>		
Students will be able to critically evaluate and analyze information to accomplish a specific purpose.		
<b>Evaluation Methods for the SLO(s) or Supporting Objective(s)</b>		
All assignments and the final exam address this learning outcome to various levels. Assignments 2 and 3 deal specifically with evaluating and interpreting information which in turn develop into effective search strategies that students employ in later assignments. Assignment #6 has the students looking at developing a research process focusing on various aspects of research strategies for writing a research paper and Assignment #7 has them analyzing the specifics of MLA citation style. Assignment #8 has the students actually creating a works cited page using proper MLA style and the final exam is a summation of analyzing information, both general research concepts and analysis of specific articles and databases used in the information gathering and analysis process.		

**Brief summary of evaluation results**

The end evaluation has resulted in continued success. We have been continually updating the Library 50 course each semester so evaluation is a continuous process. Assignments 2 deals with general concepts and assignment 3 begins the practical application of those concepts. This is where we get our initial idea of how the students are grasping the concepts that we are teaching in Library 50. At this level we can see if they need more help in order to successfully complete the other assignments (they tend to build on each other and if a student is successful with assignment 3 then that is a great indicator of how they do in assignment 4, which is one of our more involved assignments). We have actually changed the evaluation style with assignment #7. We now have an interactive quiz that assists the students with the specifics of MLA citation style. The quiz is set up so that the questions and answers are randomized and they are displayed in a secure window so it is very difficult to cheat and they can focus on doing the work themselves. They are allowed to take the quiz twice, the better grade is recorded, but what it does is it automatically grades itself as soon as it is turned in and any mistakes are highlighted and the correct styles are emphasized. This makes the student pay attention to the details and with this style of assignment it helps with the next assignment of doing the actual works cited page in MLA style. The initial results of the assignment 7 quiz have been great and I think this reflects in the quality of their works cited pages that they do in assignment 8.

**How do you plan to use the evaluation results to improve student learning.**

We may integrate this quiz style in a couple of other areas of the Library 50 class since it is a visual way to learn analyzing skills which in turn helps create a better end product (the works cited list) . I am also working on some visual/video tutorial ideas that may improve student learning outcomes in other areas of research skills that we teach.

## Program Reflections on Student Learning – LIBR 50

To be completed each semester by each department or group within each division or area.

### Directions

#### Near the end of or shortly after the semester

1. Meet with your department or group and discuss the student attainment of SLOs or supporting objectives as well as plans for the improvement of student learning.
2. Record the results on the “Program Reflections on Student Learning” Form.
3. Include all forms in the Program Review package.

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
LIBR 50	Fall 2009	December 1, 2009
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
Bill Easton, Deborah Ruiz, Bernadine Abbott	Students will be able to critically evaluate and analyze information to accomplish a specific purpose.	
<b>Summary of Department or Group Discussion about Student Learning</b>		
Discussed the student results of Assignment/Quiz #7 and how it in turn affected the quality of the Assignment #8/works cited page that the students turned in. The quiz results were overall excellent with the students. An informal survey of students the following week was very positive. The students said that the quiz helped them prepare for the following assignment and the results overall were excellent.		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
N/A		

## Instructor Reflections on Student Learning – LIBR 80

To be completed each semester by each instructional faculty member

### Directions

#### **At the beginning of the Semester**

1. Meet with your department or group to choose at least one SLO or supporting objective for at least one of your courses to focus on for the semester.
2. Each department or group must choose to focus on GEOs (General Education Outcomes) at least twice during a program review cycle, if the department or group teaches GE courses.

#### **During the Semester**

3. Evaluate the student attainment of your chosen SLO(s) or supporting objective(s).

#### **Near the end of or shortly after the semester**

4. Reflect on the results and think about ways to improve the student learning related to the outcome(s) or objective(s).
5. Record your thoughts on this form in preparation for meeting with your department or group.
6. Keep this form for your records after your meeting with your department or group.
7. Proceed to the “Program Reflections on Student Learning”.

<b>Instructor Name</b>	<b>Department or Group name</b>	
Stephanie Tetter	Library	
<b>Course Name and Number</b>	<b>Semester</b>	<b>Date</b>
LIBR 80- Internet Literacy	Fall 2009	December 1, 2009
<b>Course SLOs or supporting objectives (one or more) to be evaluated this semester</b>		
Student will demonstrate the ability to create an electronic presentation that discusses a single subject or conveys a message, including the ability to create a digital image.		
<b>Evaluation Methods for the SLO(s) or Supporting Objective(s)</b>		
<p>Assignments 11 and 12 deal specifically with this outcome. In Assignment 11, students create an animated digital image, specifically a banner for one of the web pages that they have created.</p> <p>In Assignment 12, students create a PowerPoint presentation and incorporate it into one of the web pages that they have created. There are specific criteria for each of these (animation displays correctly, various components included in the presentation, etc.). Point totals for each of the components are tallied and incorporated into the score for each unit.</p>		

**Brief summary of evaluation results**

This semester has seen a significant revision in these lessons. In the past, the presentation was not on a web page, and the digital image required more editing. The units in the course build upon one another, so that by the time the students get to units 11 and 12 they have a good foundation for the skills they are asked to demonstrate in these units.

Students' websites are evaluated to see if they need more help in order to successfully complete the final project, which consists of an electronic portfolio. Students are allowed to re-submit their individual assignments; the final project can only be submitted once. This semester, the individual assignments have scored well, much better than in prior years. It will be interesting to see what the final projects look like.

**How do you plan to use the evaluation results to improve student learning.**

Each unit has a video tutorial that assists students with their understanding of the concepts. I am revising the tutorial for the lesson on PowerPoint to improve results in the upcoming semester. Results of the final project will be evaluated to determine other areas where tutorials may benefit students

## Program Reflections on Student Learning – LIBR 80

To be completed each semester by each department or group within each division or area.

### Directions

#### Near the end of or shortly after the semester

1. Meet with your department or group and discuss the student attainment of SLOs or supporting objectives as well as plans for the improvement of student learning.
2. Record the results on the “Program Reflections on Student Learning” Form.
3. Include all forms in the Program Review package.

Department or Group Name	Semester	Date
LIBR 80	Fall 2009	December 1, 2009
Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed	
Stephanie Tetter, Bill Easton, Deborah Ruiz, Bernadine Abbott	Student will demonstrate the ability to create an electronic presentation that discusses a single subject or conveys a message, including the ability to create a digital image.	
Summary of Department or Group Discussion about Student Learning		
We discussed the students’ submissions for the animated banner image and the electronic slide presentation on the websites, and agreed that further evaluation is needed before any conclusion can be reached.		
Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)		
N/A		



## Instructor Reflections on Student Learning – LIBR 60

To be completed each semester by each instructional faculty member

### Directions

#### **At the beginning of the Semester**

1. Meet with your department or group to choose at least one SLO or supporting objective for at least one of your courses to focus on for the semester.
2. Each department or group must choose to focus on GEOs (General Education Outcomes) at least twice during a program review cycle, if the department or group teaches GE courses.

#### **During the Semester**

3. Evaluate the student attainment of your chosen SLO(s) or supporting objective(s).

#### **Near the end of or shortly after the semester**

4. Reflect on the results and think about ways to improve the student learning related to the outcome(s) or objective(s).
5. Record your thoughts on this form in preparation for meeting with your department or group.
6. Keep this form for your records after your meeting with your department or group.
7. Proceed to the “Program Reflections on Student Learning”.

<b>Instructor Name</b>	<b>Department or Group name</b>	
Karen Clifford	Library	
<b>Course Name and Number</b>	<b>Semester</b>	<b>Date</b>
LIBR 60	Fall 2009	2/16/2010
<b>Course SLOs or supporting objectives (one or more) to be evaluated this semester</b>		
Students will be able to use basic computer programs to record results of genealogical research		
<b>Evaluation Methods for the SLO(s) or Supporting Objective(s)</b>		
In Library 60-Assignment #3 is an introduction to using standard search engines like Google and comparing search options and results to a dedicated genealogy search engine like familysearch.org. Assignment #3 has students perform basic searches but then has them go to more advanced searching looking for surname variants and different age and year ranges for results. The students compare results in searching Google and familysearch.org and then they critically analyze results from both sources, emphasizing various methods and advantages of both types of search engines.		
<b>Brief summary of evaluation results</b>		
The results are outstanding. Assignment #3 prepares students for the critical thinking needed for doing genealogy research. The students are doing detective work and looking for specific answers in researching their genealogical roots. In evaluating the students, they have been very successful with assignment #3-with most students		

getting an A on the assignment. The students are getting used to using more distinct search parameters than they are used to. This in turn has made students more successful in succeeding assignments that build on these initial basic skills of genealogical research.

**How do you plan to use the evaluation results to improve student learning.**

Continue to use assignment #3 as an introduction to using basic computer programs and the search parameters needed because of its success it preparing the students for genealogical research. Evaluation will continue.

## Program Reflections on Student Learning – LIBR 60

To be completed each semester by each department or group within each division or area.

### Directions

#### Near the end of or shortly after the semester

- 1, Meet with your department or group and discuss the student attainment of SLOs or supporting objectives as well as plans for the improvement of student learning.
2. Record the results on the “Program Reflections on Student Learning” Form.
3. Include all forms in the Program Review package.

<b>Department or Group Name</b>	<b>Semester</b>	<b>Date</b>
Library 60	Fall 2009	2/16/2010
<b>Department or Group Members Present</b>	<b>Principle SLOs or Supporting Objectives Discussed</b>	
Karen Clifford and Bill Easton	Students will be able to use basic computer programs to record results of genealogical research	
<b>Summary of Department or Group Discussion about Student Learning</b>		
Assignment #3 is an excellent introduction to using basic computer programs and for introducing more advanced parameters of research needed for genealogical research. The approach has been successful for preparing students for more advance research and continuous evaluations and updates will happen.		
<b>Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)</b>		
N/A		

(This page intentionally left blank)

## Addendum C - Technical equipment and software needs

### Computer hardware:

- 17 Study room
- 24 Open lab – third floor
- 8 OPAC stand alone workstations
- 4 Circulation
- 4 Reference
- 20 monitors – as stand by replacements for current stock of monitors

Total: 57 workstations

*All new computer purchases should include monitors as well.*

Estimated cost:

Workstations with Monitors: \$750.00 each

- 57 workstations: \$42,750.00

Monitors: \$150.00

- 20 Monitors: \$3,000.00

**Total computer hardware: \$45,750.00**

### Other related equipment:

- 2 Study room T.V. Monitors

*Current Monitors are MoniVision 27" Tube television*

*Replacement would be a flat screen Monitor. We currently have several Toshiba 37" monitors, but the specific model has been discontinued. A decision will have to be made on the specific size and model for replacement model. **NOTE:** Some rooms are smaller hence a smaller monitor maybe preferred over the standard 37" monitor.*

Estimated cost:

Toshiba 37" flat screen – 37RV525R : \$530:00

- 2 TV monitors (\$530 each) = \$1,160

**Total other related equipment: \$1,160.00**

### Software cost:

- GoPrint Wireless Web-Client - \$500.00 per 100 sit license.

Estimated cost:

100 sit license: \$500.00

- Adobe Acrobat Pro 9

Estimated cost:

1 copy - \$69.98 (quote: from CollegeBuys.org – student price - \$499.00 commercial)

- Adobe Dreamweaver CS4 Education

Estimated Cost:

1 copy - CS4 - \$109.98 (quote: from CollegeBuys.org – student price - \$399.00 commercial)

**Total estimated software cost: \$ 679.96**

**Other Library related expense:**

- Voyager server upgrade  
Estimated Cost: \$10,000.00
  
- 11 Security Camera Replacement  
Estimated Cost per Camera cost: \$290.00
  - Total (11 cameras) = \$3,190.00
- UPS unit to support Camera system  
Estimated Cost per UPS unit: \$197.00
  - Total (1 UPS unit) = \$197.00Total: \$3,387.00
  
- Security DVR upgrade  
Estimated Cost:  
New unit: \$10,00.00 to \$14,000.00 depending on unit capabilities.
  
- Laptops/Netbooks  
Estimated Cost:  
Laptop options:  
DELL Latitude E5500 \$1,262.00  
15.4 inch Wide Screen LCD, 4 GB, Intel Core 2 Duo T7250 (2.00 GHz, 2M, L2 Cache, 800Mhz FSB)  
  
DELL Latitude E4300 \$1,743.00  
13.3" Wide Screen WXGA WLED Panel, 4 GB, Intel Core 2 Dou SP9400 with VT(2.40Ghz)  
  
Netbook options:  
Asus Eee PC 1005HA-PU1x-BU Netbook \$339.96  
10.1" WSVGA, 1 GB DDR2, Intel Atom N280 1.66GHz, 160 GB HDD  
  
Acer Aspire ONE D250-1517 Netbook \$319.99  
10.1" Widescreen WSVGA, 1 GB RAM, Intel N280 1.66 GHz, 160 GB HDD

**Estimate Summary:**

Computer Hardware:	\$45,750.00
Other related equipment:	\$ 1,060.00
Software Cost:	\$ 679.96
Other Library Expenses:	
○ Voyager	\$10,000.00
○ Security camera	\$ 3,387.00
○ Security DVR	\$14,000.00
○ Laptop/Netbook	\$2,082.96

**Total: \$76,959.92**

## Addendum D: Patron Survey Results

### Zip code: Please enter your residential zip code.

(Unknown) 90955-1	(Marina) 93933- 29
(Unknown) 93053- 1	(Monterey) 93940- 57
(Clovis) 93612- 1	(Monterey) 93942- 1
(Salinas) 93901- 3	(Pacific Grove) 93950- 27
(Salinas) 93905- 3	(Pebble Beach) 93953- 3
(Salinas) 93906- 6	(Seaside) 93955- 26
(Salinas) 93907- 7	(Soledad) 93960- 2
(Salinas) 93908- 4	(Castroville) 95012- 4
(Carmel) 93921- 2	(Hollister) 95023- 1
(Carmel) 93922- 1	(San Juan Bautista) 95045- 1
(Carmel) 93923- 7	(Santa Cruz) 95060- 1
(Carmel Valley) 93924- 5	(Santa Cruz) 95062- 2
(Chualar) 93925- 1	(Scotts Valley) 95066- 1
(Gonzales) 93926- 1	(Soquel) 95073- 1
(Greenfield) 93927- 1	(Watsonville) 95076- 3

### Are you?:

Response	Name of high school or college
a community member (not at student at any school)- 3	
a currently enrolled student at MPC- 95	
a currently enrolled student at MPC- 1	Monterey Peninsula College MCCSN
a student at both MPC and CSUMB- 2	
a student at CSUMB- 1	
an MPC administrator/faculty/staff member- 99	
an MPC administrator/faculty/staff member- 1	AND I AM CURRENTLY ENROLLED

### How often do you:

Use the group rooms?	Read the print newspapers and magazines?
Daily- 2	Daily- 10
Weekly- 30	Weekly- 17
Monthly- 18	Monthly- 19

Rarely (once or twice a semester)- 74  
Never- 72

Rarely (once or twice a semester)- 61  
Never- 87

<b>Use the library computers?</b>	<b>Access the databases?</b>
Daily- 42	Daily- 20
Weekly- 42	Weekly- 53
Monthly- 15	Monthly- 40
Rarely (once or twice a semester)- 43	Rarely (once or twice a semester)- 41
Never- 57	Never- 45

<b>Meet friends in the library?</b>	<b>Use the tutorials?</b>
Daily- 27	Daily- 5
Weekly- 29	Weekly- 14
Monthly- 22	Monthly- 15
Rarely (once or twice a semester)- 46	Rarely (once or twice a semester)- 40
Never- 69	Never- 123

<b>Check out books, DVDs, or CDs?</b>	<b>Conduct research for classes?</b>
Daily- 5	Daily- 18
Weekly- 25	Weekly- 53
Monthly- 43	Monthly- 30
Rarely (once or twice a semester)- 61	Rarely (once or twice a semester)- 30
Never- 64	Never- 64

<b>Check out reserve items?</b>	<b>Check email or Facebook account, etc?</b>
Daily- 4	Daily- 50
Weekly- 13	Weekly- 31
Monthly- 13	Monthly- 10
Rarely (once or twice a semester)- 56	Rarely (once or twice a semester)- 19
Never- 112	Never- 90

**If you don't come to the library often, are there any barriers we should be aware of?**

I come on campus to teach and the library is not open when I might be there otherwise.

I feel that the staff is not very polite. And most of them make me feel as if I am making them go out of their way for just a little help.

The library is incredibly loud and distracting with student talking and on cell phones. Staff doesn't seem to notice this problem, because it has persisted for years, and I have not witnessed staff reprimanding students for this disrespectful behavior. I find it easier and quieter to study at home.



I just find it a little snooty and protective. I would rather do anything I have to do at another library
I was unaware of the book cataloging system when I first came in.
I wish library was open more during the weekend
I work in the building, so I access it easily when I want a book or movie. I use the databases for the students I work with in the English Center and ESL lab, I don't usually academic research for my own purposes. It would be nice if the library was open on Saturdays and Sundays. I would be a patron and visit it for my own purposes then.
I work nights and wish the library were open till 11pm.
I would really like to be able to check out magazines.
It's just a long way from the theatre. It would be helpful to know how staff can access the databases, as I do research from home on occasion.
It's too loud sometimes.
Just haven't been needing to use the library this semester.
Just your reduced hours . . . I know it's a budget necessity, but we miss the extended evening and weekend hours we have been enjoying in previous years!
Lack of working wireless
Late nights are tiresome when you rely on the bus, but manageable.
mpc library is beautiful, very inviting, and has a great atmosphere. i am not sure if your budget increases if you have more patrons. i think it would be beneficial for young students to be exposed to a greater variety of age groups. is it possible to have children's storytime there in a private room, maybe for students who study early child development, or storytime or movies for older adults? just some ideas, not sure if this is feasible.
No
No
No
No
No
No
No
No
No time. I am typically too busy to use the Library/Technology Center as much as I would like to
No barriers - I work on campus, so I don't need to use the library services much.
No barriers; most of what I need to do I do in my office or at home.
No, I just do not have time to enjoy your beautiful facility.
No, I just don't have a use for it much.
No, I just don't make it over there since I am generally working. I do use the little cafe now and then, or come there for a meeting, but mostly don't use the services.
No
No. I often come in to put materials on reserve for my students and the library staff is always very helpful.
No. It looks like a nice facility. My classes focus on detailed aspects of technology that do not require a great deal of literary research.

none
None
None
none
None
none
none
None whatsoever...Just my own seeming inability to pry myself away from my office. From all accounts, the library is supremely accessible, and the staff are welcoming, well-informed and helpful!
None, am in nursing program and use the computer lab there. Use library a lot for group rooms.
None, I am just very busy.
None.
None. Just dont need to. Have computer in office.
Nope. I find it very welcoming.
Not being open on the weekend.
Open-Ended Response
Parking is inconvenient for a strictly library trip to campus.
Parking not convenient for students, just for staff.
Please change back hours to include Sundays.
Remote access to all databases from off campus is critcal.
The computers require a code that I happen to never have on me. I bring my own laptop to use. The computer catalog system needs to be more user friendly. A map (floor plan of the different areas are: Example Cooking, Poetry, Arts, etc.) at the computer "catalog" would help to find where the item(s) are located once they appear on the screen. Not sure how to use the empty rooms...so I have never attempted to. Would use it more if a message could be sent out to all of us. :)
The library is not conducive to study. It's too noisy with social groups gathering around the computers, cell phones ringing, loud non-academic conversation.
The library staff are often unfriendly, curt and occassionally rude. Especially the older librarians. Rather than being helpful - they seem to wish to defer or discourage you as much as possible and or seek reasons why you cannot employ library services.
The loudness is out of control. I thought a libarary is a place of silence.
The math lab is a critical part of my learning
There is too much noise on the 2nd level. While talking is necessary at times, there are groups of people yelling, laughing and hanging out in such a manner that they disrupt every chance of cohesive learning.
Too loud
Weekend hours are limited and I believe that is a barrier to students.
Yes! You are not open on the weekends and your evening closing time is outrageously early!!!! Not worth even finding a parking place. Why build such a big beautiful library and then have it closed most of the time!!!!
you are doing a great job :)

**If a big bag of money was left on the Library's doorstep,  
what do you think we should do with  
it?**

**Get more databases**

Absolutely must have! - 32  
We need more!- 70  
You seem to have enough- 48

**Buy more print books  
(Library doesn't buy  
textbooks; instructors use  
their own to put on  
reserve.)**

Absolutely must have!- 32  
We need more!- 78  
You seem to have enough- 39

**Hire more staff**

Absolutely must have!- 44  
We need more!- 53  
You seem to have enough- 66

**Buy more media, like DVDs**

Absolutely must have!- 23  
We need more!- 64  
You seem to have enough- 58

**Increase Library hours**

Absolutely must have!- 84  
We need more!- 65  
You seem to have enough- 29

**Buy laptops to circulate**

Absolutely must have!- 25  
We need more!- 41  
You seem to have enough- 75

**Subscribe to more print  
magazines/newspapers**

Absolutely must have! - 12  
We need more!- 34  
You seem to have enough- 88

**Get more student  
computers**

Absolutely must have!- 18  
We need more!- 52  
You seem to have enough- 73

**Buy more digital books**

Absolutely must have!- 21  
We need more!- 43  
You seem to have enough- 70

**Pay additional money for  
color printers for student  
computers**

Absolutely must have!- 13  
We need more!- 47  
You seem to have enough- 71

**Other (please specify)**

A general rule that student computers should be used for mainly academic reasons would be very helpful because many times I have walked into the library to use the computers for academic reasons, only to find that they were all already in use by people watching youtube cartoons or checking their facebook accounts, this is very frustrating.

Access cards for printout

Better, more in style couches or tables

buy more novels
Digital books are great
Encourage a quieter library.....PLEASE.
Find a way for parking nearby the LTC. Especially when community events are held, it is very difficult for people to figure out where to park and how to get to the LTC especially for elderly and disabled folks.
have somebody come in three times a day during semesters to check restrooms to make sure water is not being wasted and to keep them clean
hire better staff - circulating laptops is an innovative idea - but i think could be forgone to upgrade several other library services - especially extended hours and student and community member library services - if i sit out a term - why does that mean i can no longer reserve materials - despite also being a community member - i've been VERY dissatisfied with library staff customer service and assistance. they are downright rude.
I did my best to respond to the above questions; however, I really don't really have adequate information to answer with confidence.
I don't use the resources enough to have an opinion other than increasing library hours and staff.
I really am not in a position to answer any of these questions, as I do not know what the library currently has as resources (books, DVDs, staff, etc.)
I really love the MPC library people.
I think that the wireless units that where bought for the library should be installed.
If it was left with the intended purpose for the library then I would like to see increase in Library hours on Fri and open weekends. Of course, that may require more staff. More student computers as well.
INCREASE HOURS!!!!!!!!!!!!!!!!!!!!!!
More books and DVD's about American Sign Language and the Deaf need to be ordered and available to the students. I wish I could afford them to place on reserve but can't. :(
More weekend hours would be appreciated by some students, I believe. I don't know what hours they want.
na
Need to buy MAC computers. We are the ONLY all PC college around. Students need access to both.
not sure about laptops since i have my own, but maybe students who can't afford them need this service. i am an older student and love books and movies.
Open on the weekends or even just for a little while on Saturday would help. I use the group rooms all the time for studying and it's a nice quiet environment with lots of resources.
Provide working wireless

Regulate computer use and forget the e-books. I and my friends would never read them unless we found ourselves in that Twilight Zone where everyone is annihilated-- you know the one, where Burgess Meredith gets the whole library to himself but breaks his glasses. Anyway, there is way too much YouTube and Facebook activity at the taxpayer's expense. I'd spend some money on security guards and a timeout system for the computers. I've noted that many students lack the most rudimentary academic research skills and suffer from media multitasking overload. Hiring staff to interact with students rather than providing ever more content which becomes ever more inaccessible seems like a better use of dwindling resources.

Since I am not a student, my answers may be different. But I think it is really hard for working students to not be able to access the library at all on the weekends.

stay open later!

Try to maintain the number of databases that you have. They are so useful!

WiFi

You know in this day and age of low funds. It would be better to just keep the library open more hours than buy any more equipment. the library is equipment rich and some of the equipment never gets used because they are waiting for classes to use it.

**The library reduced open hours of its least used times. If we were to add back hours, please rank each of the following times in terms of desirability:**

**Weekdays 8pm - 9pm**

Most desirable time- 74  
 Second choice- 12  
 Third choice- 17  
 Least desirable time- 61

**Saturdays 9am - 1pm**

Most desirable time- 29  
 Second choice- 56  
 Third choice- 51  
 Least desirable time- 27

**Saturdays 1pm - 5pm**

Most desirable time- 35  
 Second choice- 61  
 Third choice- 53  
 Least desirable time- 15

**Sundays 1pm - 5pm**

Most desirable time- 42  
 Second choice- 33  
 Third choice- 38  
 Least desirable time- 55

**What additional services would you like the library to offer?**

?

a previous edition of MS Office for backwards compatibility for students who bring work they've done at the library home to continue working on.

More help at the counter when a student is lost to find what he/she is looking for.

more hours for the library to have opened

better print cards that dont fail

Educational media room?

electronic text books, so students can get the course material less expensively.

Extend hours for early spring and summer sessions.  
Free photocopying or printing for first 3 pages.  
free printing of pages from computers with a limit of 10 per day, per library card. Anything above that 10 cents per sheet  
Free wifi connection using students own username and password.

Help with MLA methods and basic need for internet.

I don't know what other services might be offered.  
i know budget restrictions make it hard to run the library. i think the library should start a volunteer program. so many organizations have volunteers. i believe our community here is very unique and full of retired teachers, librarians, avid readers, famous authors, etc., who would love to help out mpc and its college students. i would definitely make myself available a few hours to support mpc students.

It's fine the way it is now.

laptops for use in the general library area would be great, because then if all the computers were in use you could rent out a laptop

More rooms for listening to internet information.  
more staff to help on the second floor  
More than two hours in the rooms.....I am just getting started, then I have to break down and restart somewhere else. My friends treat the library as a place to socialize.....I wish this were different. Name me one other place on campus that I can find a dedicated quiet place to study? Thank you.

N/A

n/a

na

none

NONE!!! JUST INCREASE THE HOURS!!!!!!!!!!!!!! EXTRA SERVICES MEAN NOTHING WHEN YOU ARE RARELY OPEN!!!!!!!!!!

Security

Sell more stuff, scantrons, pens, pencils, take credit cards.

Sell pencils and pens.  
Textbook scanning. I would like to be able to bring a textbook to the library and have it scanned to a searchable PDF.

laptops to check out better wifi

laptops we can borrow and use

math lab with understandable tutors.  
More copies of reserve books.  
more digital access materials and equal services for students and community mpc library card holders.

the resources for resumes and job searching sounds like an idea that would be EXTREMELY helpful and useful and I would most likely come in for that one resource. This is the best library in town and in the best location. It is time to keep it open for people to use. It is also time that it does not close down for breaks.  
Weekend hours.  
WEEKENDS OPEN!!!

**Would you attend any of the following programs?**

**Storytelling for adults**

Absolutely, I can hardly wait!- 11  
Possibly, I have some interest- 58  
Never, I have no interest- 104

**Library resources for resumes/job searching**

Absolutely, I can hardly wait!- 38  
Possibly, I have some interest- 100  
Never, I have no interest- 42

**Library resources for health/wellness**

Absolutely, I can hardly wait!- 24  
Possibly, I have some interest- 99  
Never, I have no interest- 56

**Library resources for genealogy**

Absolutely, I can hardly wait!- 36  
Possibly, I have some interest- 75  
Never, I have no interest- 65

**Library resources for art**

Absolutely, I can hardly wait!- 26  
Possibly, I have some interest- 94  
Never, I have no interest- 59

**Computer basics for novices like scanning, saving files, etc.**

Absolutely, I can hardly wait!- 40  
Possibly, I have some interest- 62  
Never, I have no interest- 77

**Library resources for legal information**

Absolutely, I can hardly wait!- 29  
Possibly, I have some interest- 91  
Never, I have no interest- 57

**Book discussion groups**

Absolutely, I can hardly wait!- 25  
Possibly, I have some interest- 85  
Never, I have no interest- 71

**Poetry readings**

Absolutely, I can hardly wait!- 27  
 Possibly, I have some interest- 69  
 Never, I have no interest- 80

**Author and artist lectures**

Absolutely, I can hardly wait!- 50  
 Possibly, I have some interest- 79  
 Never, I have no interest- 43

**Other (please specify)**

?

arts and crafts

Cooking classes online

games

Higher level study skills classes.

How about Reader's Theatre performances?

I would not personally be interested in any of the activities listed, but I have checked some that would be useful to our students. I don't see the library as being a cultural resource in the community. Given budget cutbacks, it seems more logical to direct money to enhancing already existing programs that directly benefit two-year college students.

Let's save the basics before we add more.

most similar programs are often presented during weekends when i work, so that presents a challenge.

My work schedule right now forces me to keep my social events at the minimum.

na

People and life experiences (successful people)

Sci Fi and Fantasy readings

Short story readings done by professional actors or acting students -- partner with the Drama Dept.?

Using the databases

**What is the best time to attend a library event?****Weekday mornings, 10am - noon**

Always or usually- 17  
 Sometimes- 49  
 Never- 72

**Saturday mornings, 10am - noon**

Always or usually- 24  
 Sometimes- 59  
 Never- 60

**Weekday afternoons, noon - 4pm**

Always or usually- 35  
 Sometimes- 64  
 Never- 48

**Saturday afternoons, noon - 4pm**

Always or usually- 38  
 Sometimes- 58  
 Never- 49



**Late weekday afternoons, 4pm - 7pm**

Always or usually- 40  
 Sometimes- 79  
 Never- 32

**Saturday late afternoons, 4pm - 7pm**

Always or usually- 28  
 Sometimes- 59  
 Never- 56

**Monday-Thursday evenings, 7pm - 9pm**

Always or usually- 43  
 Sometimes- 63  
 Never- 40

**Saturday evenings, 7pm - 9pm**

Always or usually- 27  
 Sometimes- 43  
 Never- 72

**Friday evenings, 7pm - 9pm**

Always or usually- 35  
 Sometimes- 53  
 Never- 62

**Sunday afternoons, 1pm - 6pm**

Always or usually- 31  
 Sometimes- 67  
 Never- 49

**Sunday evenings, 6pm - 9pm**

Always or usually- 18  
 Sometimes- 36  
 Never- 87

**How would you rate the Library staff?**

Friendly, helpful, courteous- 137  
 Above average- 12  
 Average, Okay- 7  
 Depends on staff member- 25  
 Poor service- 2  
 No opinion/ Not applicable- 7

**Are there any additional comments you would like to make about the staff?**

Staff needs to be more assertive and correct loud, rowdy behavior as it occurs in the library, for the consideration of other students.

The upper level is left to its own devices. That would be cell phones, study groups, and chatting. It is not the quiet area it is supposed to be. I see more than one behind the counter downstairs.....do a round upstairs please!

MPC library staff, you rock! You're always courteous, informed and helpful. Thank you.

the best!!! Librarians and library staff at MPC are among the kindest, most professional and most intelligent people I have ever met!
The head of the ESSC lab (Laura), she is awesome!
put a smile on
Thu - is very nice and helpful!! Deborah - Is also nice and helpful!!
Debra is always nice, she even loaned me a dollar.
Too afraid to tell students to shush
mpc library staff is extremely helpful. if they can't find what i am looking for they direct me to other possibilities. i also love being able to renew items over the phone, it is very convenient.
mandatory customer service training!!
overall they do a great job considering the amount of people that come through.
They're very good!
they should walk around to see if we need help with computers, database and such. there seems to be no one at the top floor.
They do the best they can to help us!
Should be more strict on people who use loud noise.
The Library has a great staff that does excellent work and very friendly.
Extremely knowledgeable; accommodating; seem to anticipate one's needs
One or two always seem to have negative attitudes at committee meetings about various topics. Lighten up and come with solutions to the problems not un-constructive criticism and searches for the guilty party.
Wonderful to a person. I have never encountered a library staff member without having my questions answered, needs met, and mood enhanced. (:
They have always gone out of their way to assist me and answer questions.
Library staff are professional and pleasant.
Great people. I have seen everyone go out of their way to help a student!
Staff is always friendly and courteous.
It would be nice if the classrooms were more open to services to use and not reserved just for classrooms
One male librarian is sometimes rude to students.
I'd like to see more opportunities for students to interact with librarians in order to realize what a great resource librarians are. Many students are intimidated to approach the librarians--what a pity!

They are always helpful.

Overworked, understaffed

The MPC library faculty/staff is fabulous.

they are the greatest in every way!

Everyone at the desk is so nice.

The library staff is always helpful and always goes the extra mile to get an answer or make things work both for myself and my students.

Everyone seems knowledgeable and friendly. I would however like an additional staff member upstairs to regulate noise and answer questions.

Thank them :)

More cross training is good

they are always happy to help and I've never had a problem with a mean or rude library staff.

Most are top-notch save one or two.

(This page intentionally left blank)

## **Addendum E: Student Learning Outcomes for the Library**

### **Learning Outcome 1:**

Users will be able to access and use information resources in a variety of formats.

### **Learning Outcome 2:**

Users will be able to use a variety of computer programs.

### **Learning Outcome 3:**

Users will have access to information and instruction services.

### **Learning Outcome 4:**

Users will be able to study individually or collaboratively in a variety of areas within a welcoming and supportive environment.

### ***SLOs for Family Research Studies Program***

#### **Learning Outcome 1:**

Students will be able to use research strategies to access and interpret genealogical resources in a variety of formats.

#### **Learning Outcome 2:**

Students will be able to critically evaluate and interpret a variety of resources related to Family History.

#### **Learning Outcome 3:**

Students will be able to compile a record documenting the results of genealogical research.

### ***SLOs for LIBR 50 “Intro. To Information Competency & Literacy”***

#### **Learning Outcome 1:**

Students will be able to use effective research strategies to access and interpret information in a variety of formats.

#### **Learning Outcome 2:**

Students will be able to critically evaluate and analyze information to accomplish a specific purpose.

#### **Learning Outcome 3:**

Students will be able to use computer technology competently to search databases and the web.

#### **Learning Outcome 4:**

Students will be able to demonstrate an understanding of social, legal and ethical issues relating to information and its use.

### ***SLOs for LIBR 60 “Family Research Studies: Genealogy I”***

#### **Learning Outcome 1:**

Students will be able to locate and use family history resources.

#### **Learning Outcome 2:**

Students will be able use basic computer programs to record results of genealogical research.

#### **Learning Outcome 3:**

Students will be able to compile a Family History Archival Notebook.

### ***SLOS for LIBR 61 “Family Research Studies: Genealogy II”***

#### **Learning Outcome 1:**

Students will be able to locate and evaluate primary resources in family history research.

#### **Learning Outcome 2:**

Students will be able to document results of research for family history for the period from the late 1800s to the early 1900s.

### ***SLOs for LIBR 62 “Family Research Studies: Genealogy III”***

#### **Learning Outcome 1:**

Students will be able to use primary resources to locate international records on Family Research Studies data.

#### **Learning Outcome 2:**

Students will be able to provide evidence documenting their ancestor’s town and country of origin.

### ***SLOs for LIBR 63 “Family Research Studies: Genealogy IV”***

#### **Learning Outcome 1:**

Students will be able to compare genealogical computer programs with varying formats.

#### **Learning Outcome 2:**

Students will be able to create a publication to document their family history.

### ***SLOs for LIBR 72 “Effective Use of the Internet”***

#### **Learning Outcome 1:**

Student will be able to identify, refine and present a focused research topic; describe and categorize basic resources on a single topic; locate, retrieve and evaluate information relevant to the topic; and organize and communicate research findings and conclusions.

#### **Learning Outcome 2:**

Student will be able to discuss an ethical issue related to technology and the use of information.

### ***SLOs for LIBR 80 “Internet Literacy”***

#### **Learning Outcome 1:**

Students will be able to use accepted word processing features to produce a formal document, and to use standard spreadsheet features to produce a representation and interpret numerical data.

#### **Learning Outcome 2:**

Students will be able to identify, refine and present a focused research topic; describe and categorize basic resources on a single topic; locate, retrieve and evaluate information relevant to the topic; and organize and communicate research findings and conclusions.

#### **Learning Outcome 3:**

Students will be able to create an electronic presentation, including an original digital image. The presentation will discuss a single subject or convey a message.

#### **Learning Outcome 4:**

Students will be able to discuss an ethical issue related to technology and the use of information.

(This page intentionally left blank)