

Student Services Program Review—Library

I. BACKGROUND INFORMATION

A. Description

1. The Unit

The Library is currently being housed in a temporary swing-space in A-129 during the major remodel of the Library/LRC building project. In addition, the Library maintains a “virtual presence” on campus and to distance education students through its Webpage at <http://merritt.peralta.edu/library>. During the remodel this is the major gateway for student access to library-purchased books, journals, and magazines.

2. History

The Merritt College Library has been an integral part of the campus community since the inception of the college in 1954 on the Grove Street Campus. In 1971 the campus was moved to its present site in the Oakland Hills; a separate Library/LRC building was completed in 1975; the three-story L building is currently undergoing a major remodeling project.

3 Purposes and Needs Assessed

As noted in the Mission Statement below, the Library serves the campus community through its physical site and through its virtual counterpart.

4. Current Components

Reserves
Circulation
Acquisitions/Collections
Cataloging
Reference/Instruction
Periodicals

Mission

The Merritt College Library strives to provide information sources and access to the human record in multiple formats, in direct support, of the current and lifelong learning needs of its students and faculty.

Description

The College Library is comprised of a number of sub-departments that, collectively, provide for the information needs of the campus community. These include: reference, instruction, circulation, reserves, periodicals, acquisitions, collection development, and cataloging. In addition to its physical collections, the “digital library” portion of the Department provides remote access to distance education students and to the academic community at large. These collections are available on a 24/7 basis. Trends that have affected the department include significant staff reduction and lack of strategic planning/budgeting for library operations and development at the college level, issues related to library

information technology and networking, and near/mid-term facilities renovation and remodeling.

B. Describe Unique Aspects of the Program

Temporary swing-space operations

The library currently provides onsite and remote access to a broad collection of materials supporting the college curriculum. The print reserve books still circulate within the temporary library; e-books, journals, reference books and materials support the bulk of the research needs of the student population.

Two Title III grant proposals funded

The library has had two grant proposals, viz. thin-client student workstation trial and Barnes & Noble Nook E-reader and small pilot textbook collection proposal.

Early department Webpage on Drupal CMS

The Merritt College Library offers students access to its collections through the library Webpage. The Department was an early adopter/user of the new content management system, viz. Drupal, which had been recommended to the College by the campus Technology Committee.

Academic One-Stop Shop

Despite the small current space allocation for the library, students are able to prepare for their coursework outside the classroom. This includes reading textbooks, doing homework, having quiet study time, writing papers, completing research, obtaining reference assistance, doing photocopying and computer printing, emailing instructors. Although instruction and group study activities have been curtailed by the building remodel project, the other library-centered activities are still taking place.

UC Berkeley Library Card

Tenured and tenure-track faculty at Merritt College have the benefit of obtaining a limited (twenty book check-out) library card from UC Berkeley through a recommendation letter from the College Library.

Remote Information Resource Access

Currently registered Merritt College students can access the electronic book collections, magazines, and journals through the links to the library's databases located on the department's homepage.

<http://merritt.peralta.edu/library/databases>

C. Describe Your Current Resources

1. Faculty/Staff Resources
2. Classified Staff Resources

3. Facility Resources
4. Fiscal Resources

The Library is currently comprised of reference, reserves, instruction, periodicals, cataloging, and administrative support areas.

Current Resource Description

1. Faculty/Staff Resources

Merritt College Library currently has 2.0 FTEF listed on the district budget plan; As of Fall semester 2012 there is .6 FTEF equivalent part-time certificated to assist with some day reference and evening hours. The Library has this .6 FTEF part-time certificated to mitigate the loss of 1.0 FTEF position to Laney College from an intra-district transfer. The College, however, has not allocated any funding for .6 certificated hours for Spring 2013.

2. Classified Staff Resources

Merritt College Library currently has 2.0 FTE classified and a .5 temporary Technician to cover evening hours. The salary for a permanent, half-time Library Technician II (evening) has been eliminated from the library's budget as of this 12-13 FY. A 1.0 Senior Library Technician (Periodicals) position was lost due to retirement and has, at the time of this draft, yet to be backfilled.

3. Facility Resources

The "Library" is currently housed in a swing-space since January 2011 with an initial move back date of one year. The return date has been (re)modified several times with a tentative move-in window of January 2013-June 2014. The swing space is comprised of two remodeled classrooms (A129 and A130) within which classified staff members Judy Singer and Nghiem Thai designed areas to support a separate study area (24 student capacity), a library computing lab area (initially 12 student capacity) with two photocopy machines and a computer printing station with a general area to support reserves, periodicals, circulation, and reference, as well as back-office area(s) to support administration, storage, and reserve/periodical/acquisitions technical services.

4. Fiscal Resources

The Library receives funding from several sources, albeit on a limited basis. The department also receives (indirectly) funds in the form of capital project funds in order to design, develop, and construct the L Building Renovation Project.

Fund 1 (General unrestricted funds): Salaries and benefits, periodicals, databases, reserves, and dues

Fund 7 (Bookstore revenues): Reserves

Fund 10 (Peralta Colleges Foundation grants): Reserves

Fund 11 (General restricted funds): Databases, instructional supplies

Fund 63 (Measure A funds): Facilities and FF&E, IT upgrades

*** No regular line-item budgeting for collection development, supplies, staff development, IT infrastructure and TCO

- C. Provide your program goals and how they are measured

To support the missions of Merritt College and the Peralta Community College District; to prepare students for life-long learning through information competency, independent research, and self-education.

To support realistic, sustainable levels of library services, collections, and instruction in a decreasing budget environment.

To provide student access to professionally qualified library faculty and staff to support the college's academic needs and to support information competency.

To acquire, maintain, provide access to collections in appropriate formats to support the instruction and basic research needs of the college's curriculum. To maintain cooperative agreements at the district and state community college levels that provide for more efficient resource acquisition and sharing.

To provide the expertise, materials, and services to support/enhance the acquisition, preservation, and security of the college library's collections.

Measurements

The Library measures its program goals in two different manners as there are service learning areas and instructional ones. The service goals of the department are measured by way of student library questionnaire, student library survey, gate counts, and physical/digital collections counts. The instructional goals are measured through the bibliographic instruction PTEF (Perceived Teaching Effectiveness) Forms which provide survey and anecdotal comments by students regarding library instruction.

E. How do you know that the program is meeting its goals?

Data (in-house)
 Anecdotally (student comments)
 Fiscally (presence/dearth of funding)
 Personnel (presence/dearth of positions filled)
 Collection-- volumes and currency of the collection
 Access—survey levels of satisfaction from respondents
 Instruction—survey levels of satisfaction and written remarks

F. What are the indicators that measure your present goals?

Library Skills/policy/procedure indicators
 The indicators used in the questionnaire deal with student awareness of reserve policies/procedures, resource location(s) and citation formats, and computer/printing access.

Student needs/perceptions indicators
 The indicators used in the survey included student satisfaction with library personnel service, adequacy of print and digital collections, and adequacy of facilities. Additional anecdotal comments were noted.

G. What are the expected results of these indicators?

Overall, the expected results of these indicators are to provide an overview of the campus community's use of library facilities, collections, and services. Some of the results are linked inextricably to the limited footprint of the current swing-space. Overall, the anecdotal and survey responses have been generally positive given these limitations; students know, use, and comment favorably on reserves and reprographics. Students generally have been using of databases and e-books in lieu of the print collection (currently in storage the duration of the building project). For example, we know and anticipated that there would be criticism concerning the lack of group study space (as there is none); that instruction numbers would not be robust without a library classroom; that study space would be at a premium during peak usage periods; that computing time limits can be an issue due to the small number of computers.

II. STUDENT DEMOGRAPHICS OF THOSE USING YOUR SERVICES

A. Who do you serve?

Since neither the library survey nor the library competency questionnaire asked for age/gender/ethnicity demographic data, this report uses the campus-wide data from the California Community Colleges Chancellor's Office Datamart as a snapshot of the campus student population. The library surveys did obtain student information as follows:

Full-time/part-time affiliation

Degree goal

Major

Technology/home access

POS (point of service use)

Reserve texts

Periodicals

Reference

Databases/books

Research assistance

Study space

Computing/printing

Photocopying

The data illustrate that the four ethnic groups comprise the majority of Merritt College students, viz. African-American, White non-Hispanic, Hispanic, and Asian. In terms of the age distribution, forty percent of the student population resides in the 20-24 and 25-29 age groups, with other remaining age groups comprising about 10% each. In terms of overall enrollment, and correspondingly with library use, is that women students are represented by nearly 2:1 ratio over male students. Also, although the review does not provide for this in a table, a small contingent of community users, CIP, and prospective students use library services and resources.

Table 1 By Ethnicity

California Community Colleges Chancellor's Office
Enrollment Status Summary Report

	Annual 2011-2012 Student Count	Annual 2011-2012 Student Count (%)
Merritt Total	10,872	100.00%
African-American	3,220	29.62%
American Indian/Alaskan Native	45	0.41%
Asian	1,612	14.83%
Filipino	249	2.29%
Hispanic	1,923	17.69%
Multi-Ethnicity	372	3.42%
Pacific Islander	60	0.55%
Unknown	1,368	12.58%
White Non-Hispanic	2,023	18.61%

Table 2 By Age

California Community Colleges Chancellor's Office
Enrollment Status Summary Report

	Annual 2011-2012 Student Count	Annual 2011-2012 Student Count (%)
Merritt Total	10,872	100.00%
1 - < 18	227	2.09%
18 & 19	1,223	11.25%
20 to 24	2,984	27.45%
25 to 29	1,855	17.06%
30 to 34	1,249	11.49%
35 to 39	813	7.48%
40 to 49	1,244	11.44%
50 +	1,277	11.75%

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Table 3 By Sex

California Community Colleges Chancellor's
Office
Enrollment Status Summary Report

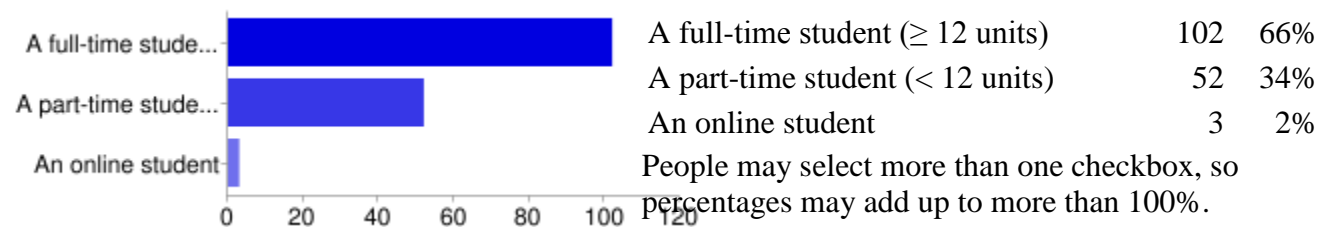
	Annual 2011-2012 Student Count	Annual 2011-2012 Student Count (%)
Merritt Total	10,872	100.00%
Female	6,517	59.94%
Male	3,367	30.97%
Unknown	988	9.09%

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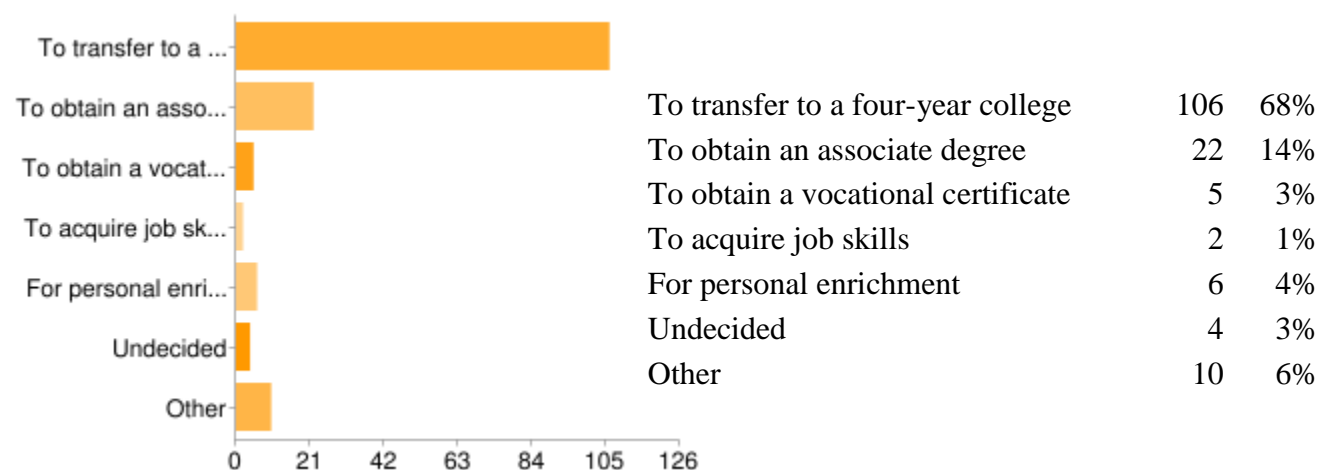
Student Information

Please tell us a little about yourself.

Are you . . . ?



Why are you taking classes at Merritt College?



What is your major or program?

Administration of Justice	10	6%
African-American Studies	2	1%
Anthropology	1	1%
Asian & Asian-American Studies	1	1%
Biology	5	3%
Bioscience	2	1%
Business	13	8%
Chemistry	2	1%
Child Development	8	5%
Communication	7	5%
Community Social Services	1	1%
Emergency Medical Technician	1	1%
Health Sciences	3	2%
Humanities	1	1%
Liberal Arts	2	1%
Medical Assisting	3	2%
Nursing	37	24%
Paralegal Studies	3	2%
Political Science	4	3%
Psychology	6	4%
Radiologic Science	8	5%
Real Estate	1	1%
Social & Behavioral Sciences	6	4%
Sociology	1	1%

Undecided	12	8%
Other	15	10%

III. STUDENT PERFORMANCE AND FEEDBACK

- A. How do students who receive services perform?
Not applicable.
- B. How do their counterparts who do not receive services perform?
Not applicable.
- C. What do students have to say about student services?

According to survey information and through anecdotal remarks, the “overall satisfaction” ratings are good to excellent. The areas with the highest marks are staff helpfulness, friendliness, services, and reference help.

The areas that deal largely with the collections, e.g. reserve and circulation collections, periodicals, periodicals, database collections, and other physical resources were markedly lower than the human resources areas.

Question 1: I am taking classes at Merritt College:

fulfill gen ed req.	23
increase job skills	9
learn new skills	10
personal growth	4

Question 2: I am a:

PT Student	11
FT Student	20
Classified	0
Certificated	0

Question 3: My major/department is:

nursing (9), business (4), admin justice (3), biology (3), nutrition (3), undecided (2), engineering (1), coser (1), chemistry (1), pharmacy (1), mass comm (1), afram (1), child development (1)

Question 4: I plan to transfer to a 4 year school:

yes	25
no	5
unsure	3

Question 5: I have a computer with internet access at home:

yes	29
no	4
desktop	18
laptop	15

Question 6: Please tell us how you use the Library:

checkout circulating	13
checkout reserve	23
checkout periodicals	2
study alone	21
group study in rooms	6
use online catalog	2
use website e-books	1
use website database	4
ask librarian for help	3

other: internet usage (1), sleep (1)

Question 7: Please tell us if the library meets your needs:

1 - excellent, 2 - good, 3 - average, 4 - poor

	1	2	3	4
hours of operation	15	8	6	2
staff helpfulness	24	6	2	0
staff friendliness	23	6	1	1
orientations	12	8	3	1
reference librarian help	18	6	2	1
library services	19	7	3	0
periodicals	12	7	4	2
book collection	11	9	5	0
database collection	11	7	5	0
physical resources	13	7	5	2
overall satisfaction	18	9	3	1

Question 8: Please provide any additional comments
(see reverse)

- D. Have you used statewide or national assessment instruments to assess your program?

The Merritt College Library participates in the NCES National Data Survey for academic libraries on an annual basis. The MCL has also participated in the CCL Annual Data Survey, although this survey has distributed more sporadically due to cuts at the state Chancellors' office. For 2012 academic year, the CCL data survey will close on November 1, and the NCES survey will close on April 1, 2013.

IV. PROGRAM EFFECTIVENESS (How do you know that your program/Service/department is effective?)

- A. Interdepartmental/Program/Campus Collaboration

District Library-IT Committee/Chancellor's Office Collaboration

One of the major technology goals of the four Peralta campus libraries was the review, evaluation, bidding, purchase, implementation of a new ILS (integrated library system) that would replace the older Horizon system. The District Library/IT Committee, in coordination with campus purchasing, and the Chancellor's Office, hired a consultant to review the specifications of the ILS, review the projected needs and costs of the system, and to assist in the negotiation of the terms, conditions, and fees for the contract. The contract was awarded to Innovative Interfaces and the reserve, cataloging, and public access, serials/acquisitions modules have been implemented at Merritt College Library. Effectiveness: cost savings; standardization of access; superior product for faculty/staff/students.

TTIP Categorical Backfill Collaboration

During the FY 2009, the library database TTIP Categorical Fund suffered a 100% reduction. The Library Chairs consulted with the Chancellor and Vice-Chancellor of Finance and worked out a solution where the TTIP funds would be backfilled through the General Education funds at the Chancellor's Office. Effectiveness: realigning funds to retain database contracts/services; continue providing student access to resources despite budget cuts; provide resource materials for distance education students.

Databases funding—CCL Consortium Collaboration

Merritt College Library has been a member of the CCL Consortium for over a decade. As a member of the consortium, the campus is able to purchase database collections and electronic book collections at significant cost reductions to the campus and the district. Effectiveness: significant cost savings; remote access for distance education students; collection access during construction transition; simplified access for new student users of library databases.

Visibility/foundation funding

Merritt College Library has received an annual stipend from the PCCD Foundation in order to support the Reserve Department's college textbook purchases. extra funding for reserve textbooks from these annual stipends help to fully expand the reserve collection to include books and materials that would not ordinarily be purchased under budget constraints and without the stipends support. Such financial support not only allows us to expand the collection, but also to purchase multiple copies for textbooks that are in high demand subject areas and to purchase the most current or revised editions.

Effectiveness: textbook purchases support financially at-risk students. Reserve texts also provide testing/laboratory manuals and solution sets that might not otherwise be purchased by students.

College Technology Committee—Collaboration/Representation

The Library has had consistent representation on the College Technology Committee since its inception. This cooperation has assisted the library and the campus in terms of computer refreshment, Webpage content management, and campus/district issues and funding that affect the library's delivery of networked information resources. Network access for temporary swing space and for L Building remodel.

Effectiveness: Mutually supportive relationship with district IT for technology support in library computer labs and for ILS software upgrades.

Title III Participant---Campus Collaboration

The Library, in cooperation with the campus Title III program, had two mini-grant proposals successfully granted for pilot projects. These included the thin-client student workstation pilot and the (current) E-reader/textbook pilot projects.

Effectiveness: Thin-client project provided extra workstations for student access to library materials; e-reader project is a current year proposal in progress.

Library/LRC Building L Remodel Committee

The library department has cooperated with its future neighbor, the Learning Resources Center, through the LIB/LRC Building Facilities Committee. Originally these were designated as two separate projects/committees by the District; however, the joining of the two projects/committees has made for a more practical approach to the issues related to the still-in-progress project.

Reserves

The Library cooperates with the instructional departments through its requests for/processing of donations/loans of reserve textbooks. These support student learning and outside-classroom study.

Effectiveness: Cost/benefit to students who cannot afford textbooks, lab materials, test preparation items; assists with student study and retention. Donations and instructor-loaned books and other materials allows the reserve department to save money, which can then be used to purchase more textbooks to expand its collection Also, donations and loaned books help to provide multiple copies for high demand subject areas. Finally, donated or loaned books and materials provided from instructors, students, and other patrons helps the

reserve department by acquiring books and materials that would be impossible to order or get from conventional means

Instruction

Instructor-requested library lectures during which students acquire significant information competency skills at library lectures.
Effectiveness: PTEFs data and comments tell the department that students are more open to research/advanced searching after receiving library lectures.

Reference

Instructor-assigned library research is supported through the reference librarians, particularly for higher-level research.
Effectiveness: Students learn of resources applicable to their discipline/assignment, e.g. searching for Randomized Control Trials for Nutrition 10.

Collections

Ideally, if there were firm line budgets for materials, library collection development would be able to consult with faculty on title selection for building the print and digital collections.

B. Quantity of program/dept./service/delivered (student Utilization of services and student engagement)

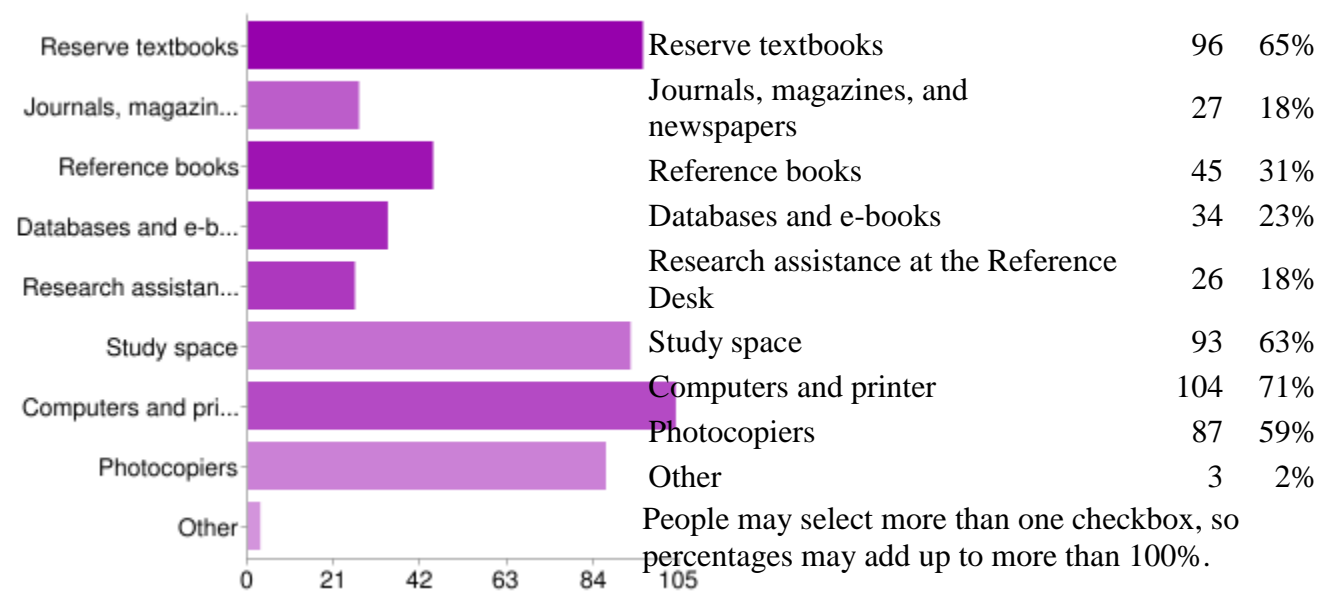
Since the library is currently operating with a facility structural handicap in terms of its square footage and layout, the data given will reflect the circumstances of the swing-space and its affect upon operations. For this review we have termed this "relative effectiveness", as the staff is aware that there is "turn away traffic" due to the small available spaces. Certain areas such as group study space, quiet study space, instruction, and computing spaces have been severely curtailed within the confines of the swing-space. Similarly, since the circulating print collection, except for reserve textbooks, is in storage for the duration of the remodel, there is an inherent absolute effectiveness loss to student access in this area.

The data from the questionnaire indicate that the computing, reserve texts, photocopying, and study space are most frequently used by students. The areas that are most frequented by Merritt College students include:

- Reserves
- Computing/Reprographics
- Reading Room
- Reference
- Instruction
- Collections

Library Resources and Services

What library resources or services do you use?



AY 2011-12 Library Services Statistics

	Photocopies	Reference Questions	Reserve Checkouts
Fall 2011	67,483	2,168	6,000
Spring 2012	59,225	1,915	5,928
Summer 2012	16,335	1,251	426
Total	143,043	5,334	12,354

Library Reserve gate count (number of students visiting library):

Fall 2011	=	38343 (17 weeks)
Spring 2012	=	28458 (17 weeks)
Summer 2012	=	5290 (6 weeks)

V. STUDENT LEARNING OUTCOMES

- A. List the student learning outcomes that are presently being Assessed:

Reserves—students demonstrate familiarity with library policies and procedures for checking out reserve course materials.

The Reserves area participated in the library skills questionnaire; in addition, the department was able to repair the circulation gate in order to get more accurate gate-counts in the temporary swing-space area.

Reference—Students identify, access, evaluate, and cite appropriate information sources in print/electronic format for course assignments or research papers.

The library Webpage has been updated to reflect new collections and links.

The Reference area keeps headcount data and has benefited from the annual renewal of CCL databases as well as an annual collection of electronic books to support students while the print collection is in storage.

Information Technology Services; student will utilize applicable computer hardware and software to obtain, manipulate, and duplicate/store information. This is assessed through the library skills questionnaire as well as anecdotally from the reference and circulation desks.

Periodicals—students will differentiate, locate, and access periodical materials in the library. Assessed in the skills questionnaire; anecdotally at periodicals desk.

- B. What additional student learning outcomes should be considered to demonstrate what your student should know and/or be able to do as a consequence of the service provided by your Unit?

None. The department will reconsider once facilities and personnel levels are at minimum staffing levels, and once the department has returned to the Library/LRC building.

VI. ACTION PLAN

- A. The future needs of the program

Adequate minimum certificated and classified staffing (specifically 3.0 FTEF equivalent minimum and 4.0 FTE classified)

Full completion of the L Building Renovation project and overflow projects with HVAC, electrical, FFE, library books and serials in move-in ready condition.

Consistent line-item budgeting for annual operating expenses.

The specific resource needs for the library for this current fiscal year and for 2013-14 are noted in the budget requests (Appendix)

- B. The future goals and methods of assessment of the program, including student learning outcomes.

Same as present—surveys, PTEFs, departmental data/headcounts

- C. The strategies and actions to be taken by the unit over the next six years to strengthen the program and meet the strategic goals of the program and the college.

The strategies to meet the strategic goals of the program and the college are linked primarily to those of lifelong learning and information competency. In support of these goals, the library is, or will, undertake the following:

Personnel

Obtain and maintain minimal staffing as noted in area D (Years 1-6)

Archives/Archivist Post (Year 5)

Training (Ongoing--Depending on availability of campus/district funding)

Adequate building security personnel (Ongoing)

Collections/Budgets

Expand all print (i.e. circulating, reserve, reference) and digital collections (Years 1-6).

Obtain line-item budget for operating expenses (Years 1-6)

Coordination/Collaboration

Realign services into new Library/LRC Building (Year 2-3? Depends on move-in period); Library will coordinate with LRC regarding facility safety and security issues.

Review Library Technology Plan for integration with Campus technology.

Monitor/revise/administer the library survey

Monitor/revise/administer the library questionnaire

Monitor/revise/administer PTEFs at library lectures

- D. The support needed by the unit in order to address issues Resulting from the self-study

Personnel/all levels/certificated/classified/part-time

Certificated

.6 part-time reference per semester

Justification: retain evening hours library service

.5-1.0 FTEF replacement of intra-district transfer

Justification: backfill 1.0 FTEF transfer to Laney

Both relate to Goal VIA in program review

Classified

1.0 Senior library technician backfill

Justification: backfill funding cut for Spring 2013 (\$4600);
backfill 1.0 Sr. Library Technician retirement

1.0 Evening library technician backfill

Justification: backfill .5 Evening Technician for Spring
2013; full position for AY/FY 2013-2014

Database funding

\$4764/year to build digital collections

Justification: fund resource materials for onsite and
Distance education students.

Materials funding

Secure line-item for stable and continuous funding of
reserve textbooks, collections, and library equipment.

Justification: avoid cancellation of serials (library journals,
newspapers, periodicals); reserves allocation if no
discretionary funding.

Library Books (circulating and reference) \$5000

Library Periodicals \$6,100

Reserve books \$500

Supply funding

Secure line-item for stable and continuous funding of
instructional and non-instructional supplies.

Justification: materials to support classroom presentations;
supplies for processing incoming materials (non-
instructional).

\$1000

Summer Session funding

Funds for part-time certificated librarians for summer in
proportion to building hours.

Justification: bring Merritt's summer building hours closer
to parity of other Peralta libraries; increase student access
to materials, services, study/computing areas.

TBD; depends on building hours desired

Department Chair funding

Chair release/funding parity with other departments.

Justification: assign time for Chair/designee to perform
departmental-related administrative workload/facilities
review(s)/intra-district meetings.

MCL Program Review Appendix

- 1) Library Budget Requests
- 2) Merritt College Library Comp
- 3) MCL Questionnaire
- 4) MCL Survey
- 5) Library Services Statistics (Sample)
- 6) PTEA Form
- 7) PTEA Summaries
- 8) Library Department Meeting Minutes (Sample)