

The Library Services Program Review Report

1. College: Merritt College

Date: October 5, 2015

Members of the Library Services Program Review Team:

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2. Narrative Description:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the library services. Include any unique characteristics or trends affecting the discipline, and a description of how the library services align with the college mission statement.

The Library's mission statement, revised and approved at a department meeting on December 8, 2014, reads:

The mission of the Merritt College Library is to support the institutional goals and objectives of the College by providing access to relevant information resources and technologies, as well as information literacy instruction, to the diverse college community.

We predicate our service philosophy upon the belief that information literacy is a basic skill necessary to navigate effectively through school as well as through life, especially in this digital information age. Our provision of learning support services to the campus community aligns directly with the College's mission "to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed." A wide variety of information sources in both print and electronic formats fosters students' curiosity and cultivates their knowledge. Instructional and reference services impart the research skills that students need to achieve academically. Most importantly, access and exposure to the breadth of ideas, opinions, and viewpoints contained in library books and materials provide students with the opportunity to develop their own perspectives and values to help guide them through their educational journey.

Information and computer literacy—the ability to “use appropriate technology to identify, locate, evaluate, and present information for personal, educational and workplace goals”—is one Merritt's six institutional learning outcomes (ILOs). In support of this ILO, the Library's principal goal in the next three years is to collaborate with faculty, programs, and departments to integrate information literacy instruction into the college curriculum with three distinct objectives:

1. To incorporate information literacy into the general education requirements for degrees.
2. To implement general library orientation for new students in conjunction with the matriculation process.
3. To develop Library Information Studies (LIS) course offerings via multiple modes of delivery.

Located on the second and third floors of the L Building, the Library is open to students 62 hours per week. The current operating hours are Monday-Thursday, 8:00 a.m.-8:00 p.m.; Friday, 8:00 a.m.-4:00 p.m.; and Saturday, 10:00 a.m.-4:00 p.m. In addition to over 50,000 print books, 20,000 electronic books (e-books), 400 reserve textbooks, 90 periodicals, and 80 research databases, students have access to computers, Wi-Fi Internet, photocopying and printing, and individual or group study spaces.

Whenever the Library is open to students, a librarian is on duty to answer reference questions and to assist with research. Librarians conduct library orientation sessions for individual classes upon faculty request. In addition, librarians teach LIS 085: *Introduction to Information Resources*, an eight-week, online course that guides students through the academic research process using information sources and tools available in the Library.

Library resources and services are also afforded to distance education students. The library website (<http://www.merritt.edu/wp/library>) serves as a portal to multiple online resources, including research databases and e-books. Students can also e-mail or chat live with a librarian via a newly implemented virtual reference platform called LibAnswers/LibChat. A companion tool called LibGuides, which facilitates the creation of online guides for students, shall be rolled out gradually during the 2015-2016 academic year.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

After a long hiatus, an LIS course was offered again during the Spring 2015 semester at the behest of the Vice President of Instruction. Librarian Eva Ng-Chin worked with Clifton Coleman, the Curriculum and Assessment Specialist, to update the course outline of record (including the distance education and student learning outcomes addendums) for LIS 085: *Introduction to Information Resources* in 2014. LIS 085 was approved by the Curriculum and Instructional Council on December 11, 2014.

The only other LIS courses currently listed in the 2015-2017 Merritt College Catalog are LIS 48NA-TZ, LIS 248NA-TZ, and LIS 348NA-TZ. This series of selected topics courses, ranging in units from 0.5-5, is not regularly offered and merely serves as a placeholder for experimental or pilot courses.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

The Library plans to address curricular improvement in two ways. First, we shall advocate for information literacy as a necessary and vital component of the general education requirements for degree programs. Secondly, we shall offer additional LIS courses already taught in the District such as LIS 080: *Introduction to Library Research* and LIS 200: *Library Skills for College Students*, as well as develop new courses to support the college curriculum.

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, for the past three years. Please review the “At a Glance” reports and answer the following questions.

At-a-Glance - Status Report		Merritt College			
Support Program Assessment & Improvement Plan					
Legend: In Progress (Not Shared) Shared (Not Reviewed) Reviewed					
Organizational Area	2012-2013 Assessment Cycle				
	Assessment Plan	Assessment Findings	Action Plan	Status Report	
Merritt College					
Learning Support Services and Programs List					
Library					
SUMMARY:	0 In Progress 1 Shared 0 Reviewed 1 Total				

At-a-Glance - Status Report		Merritt College			
Support Program Assessment & Improvement Plan					
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At-a-Glance - Status Report		Merritt College			
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Organizational Area	2014-2015 Assessment Cycle				
	Assessment Plan	Assessment Findings	Action Plan	Status Report	
Merritt College					
Learning Support Services and Programs List					
Library					
SUMMARY:	0 In Progress 1 Shared 0 Reviewed 1 Total				

Questions:

- How does your discipline ensure that students are aware of the learning outcomes of the library courses and library programs in which they are enrolled? Where are the library services course, program or service area outcomes published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Library service area outcomes (SAOs) and LIS student learning outcomes (SLOs) are posted on the Library's website at <http://www.merritt.edu/wp/library/about/documents/>. In addition, SLOs for LIS 085 are included in instructors' course syllabi.

Briefly describe at least two of the **most significant changes/improvements** your discipline made in the past three years as a response to library course and program assessment results. Please state the course number or program outcome and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

Despite performing cursory assessment of SAOs over the past three years through the administration of annual student surveys, the Library Department as a whole has not engaged in meaningful dialogue about the assessment process. Assessment data have not been used to determine library budgeting and planning in any systematic or documented manner. As a result, the Library has never been able to close the assessment loop by implementing continuous quality improvement based upon assessment.

Both of the improvements cited below were accomplished only under the directive of the College Administration and are not grounded in formal assessment.

Improvement 1. Extend library operating hours

Effective this 2015-2016 academic year, the Library has extended its operating hours on weekday evenings and, for the first time, into Saturday as well in order to better serve students taking evening and weekend classes.

Improvement 2. Provide formal information literacy instruction

The Library has recently re-introduced formal information literacy instruction to the College with the offering of LIS 085. One section was offered in the Spring 2015 semester, and two full sections are being taught this Fall 2015 semester by adjunct librarians.

Briefly describe two of the **most significant examples** of plans for library course, program or service area improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program or service area outcome and attach the data from the "Assessment Findings and Action Plan" section for each example.

As indicated previously, the Library's outcomes assessments have never been used to effect continuous quality improvement. The plans described below are informed by departmental discussions of ongoing activities that are needed to develop and sustain library services in the coming years.

Plan 1. Revise library collection development policy

The library collection development policy, which guides the selection and acquisition of all library books and materials, is seriously outdated, having been last reviewed and approved in August 2001. By most library standards, collection development policies should be reviewed every three to five years to

ensure that they reflect patron need and use, developing information and communication technologies, and changes in the information economy. Thanks to the initiative of a part-time librarian, the Library has finally begun to review and update its obsolete policy. This work will continue throughout the 2015-2016 academic year and culminate in a current document that supports learning and teaching at Merritt.

Plan 2. Expand LIS course offerings

Adjunct librarians currently teach two sections of LIS 085. We plan to obtain curricular approval for LIS 080 and LIS 200 to be offered beginning the Fall 2016 semester. In addition, we will collaborate with faculty to develop new courses to support classroom instruction.

- Describe how assessment results for Distance Education library courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

N/A (The Library does not currently offer any face-to-face classes.)

- Describe assessment results for library courses or service area sessions with multiple sections or sessions. Are there similar results in each section or session?

N/A (Multiple sections of LIS 085 are being offered for the first time in Fall 2015.)

- Describe your library's participation in assessment of institutional level outcomes (ILOs).

The Library has not participated in the assessment of ILOs.

- How are library course, program or service area outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

All of the Library's SAOs are aligned to one or more of the College's ILOs. The primary ILO supported by library services is *information and computer literacy*, but *critical thinking* and *ethics* are also addressed. LIS 085 SLOs are broadly mapped to three ILOs: *communication*, *critical thinking*, and *information and computer literacy*.

At-a-Glance - Goal Set Alignment Summary Report							
Organizational Area(s) within Merritt College aligned with Institutional Learning Outcomes (Merritt College)							
Legend:		 Mapped  Method Added					
Organizational Area	ILOs						
	COMMUNICATION Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.	CRITICAL THINKING Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.	QUANTITATIVE REASONING Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.	CULTURAL AWARENESS Through a knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.	CIVIC ENGAGEMENT AND ETHICS Internalize and exhibit ethical values and behaviors that address self- respect and respect for others with integrity and honesty that will enable success and participation in the larger society.	INFORMATION AND COMPUTER LITERACY Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.	
Merritt College							
Learning Support Services and Programs List							
Library							
SUMMARY:	0 Mapped 0 Measures Added	1 Mapped 1 Measures Added	0 Mapped 0 Measures Added	0 Mapped 0 Measures Added	1 Mapped 1 Measures Added	1 Mapped 1 Measures Added	

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

LIS 085 instructors apply a dialogical approach to guide students in a collaborative learning environment, where they learn from and with their peers through structured research exercises, practical and theoretical forum discussions, and explorations of information technologies.

As for library orientation sessions, librarians have incorporated more hands-on activity into their presentations to allow students to practice using online library resources.

- How has new technology been used by the library to improve student learning?

LIS 085 instructors regularly employ new technologies such as new research databases (e.g., Credo Reference), bibliographic managers/citation generators (e.g., RefMe), and anti-plagiarism software (e.g., Turnitin) to improve upon the learning experience. Used effectively, these online resources and tools can help students to master critical information literacy skills.

The Library has also recently implemented a virtual reference service called LibAnswers/LibChat, which allows students to chat live with a librarian or search/submit frequently asked questions. During the 2015-2016 academic year, we shall also roll out LibGuides, librarian-created online guides to assist students with specific courses, assignments, and topics.

- How do the library services maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

At this time, the Library does not offer any face-to-face or hybrid courses. LIS 085, an online course, includes all of the essential components of face-to-face instruction, including lectures, discussions, and office hours. Moodle and other information and communication technologies such as CCC Confer enable students and instructors to communicate with one another both asynchronously and synchronously. All LIS instructors are also adjunct librarians, who work part-time on the reference desk, thus providing students with the opportunity to seek in-person assistance.

- Briefly discuss the enrollment trends in library services courses. Include the following:
 - Overall enrollment trends in the past three years

Unduplicated Enrollment by Subject

Campus	Merritt
Subject	LIS
Term	Spring 2015
Headcount	9

N/A (No longitudinal data is available, as LIS 085 has only been offered since Spring 2015.)

- An explanation of student demand (or lack thereof) for specific courses.

As a newly offered discipline at Merritt, LIS has understandably experienced low initial student demand. The very first section of LIS 085 offered in Spring 2015 comprised only nine students, and a second late-start section that semester was cancelled due to low enrollment. The Library has promoted the course vigorously with counselors, instructional faculty, and programs across campus to bolster interest. As a result, both sections offered this Fall 2015 semester are nearly full.

- Productivity for the library services courses compared to the college productivity rate.

College productivity rate 17.5

Productivity by Subject

Campus	Merritt
Subject	LIS
Term	Spring 2015
Productivity	4.50

N/A (Comparison of LIS course and college productivity rates are not statistically meaningful at this point, as LIS 085 has only been offered since Spring 2015.)

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

LIS 085 is an eight-week, online course with an optional face-to-face orientation. We presently offer two late-start sections, which are scheduled to overlap as little as possible during the semester, giving students the option to take the class whenever it works best for them. We feel that we are providing adequate flexibility to accommodate the needs of students. As we develop the LIS program and offer additional courses, we will survey students to determine the most effective scheduling of courses.

- Please provide the following information about specific library instructional sessions for the past three years:

Library Orientation & Reference Sessions			
	2012-2013	2013-2014	2014-2015
Orientations (Sessions)	n/a	n/a	17
Orientations (Students)	n/a	n/a	539
Reference (Sessions)	3,948	5,662	6,306

Library orientations conducted during the 2012-13 and 2013-14 academic years were not documented.

- Recommendations and Priorities:

Consistent with the Library’s primary goal in the next three years, it is recommended that librarians continue to offer class- or assignment-specific library orientations upon faculty request and that the LIS discipline continue to be developed vigorously in support of information literacy instruction.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the library services courses for the past three years. Please list each course separately. How do the library course completion rates compare to the college course completion standard?

College course completion standard _____

Course Success: Subject by Course

Campus	Merritt
Subject	LIS
Catalog Number	(All)
Term	Spring 2015
Course:	
LIS 85 Introduction to Information Resources	33.33%
Grand Total	33.33%

N/A (No longitudinal data is available, as LIS 085 has only been offered since Spring 2015.)

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the library's Distance Education course completion rate compare to the college course completion standard?

College course completion standard _____

Course Success: 100% Distance Education

Campus	Merritt
Subject	LIS
Catalog Number	(All)
Term	Spring 2015
Course:	
LIS 85 Introduction to Information Resources	33.33%
Grand Total	33.33%

N/A (No longitudinal data is available, as LIS 085 has only been offered since Spring 2015.)

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the library deal with this situation?

N/A (The Library does not currently offer any face-to-face classes.)

- Describe the library's course or program retention rates (after the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the library course or program retention rate compare to the college retention standard?

College retention standard _____

Course Retention: Subject by Course

Campus	Merritt
Subject	LIS
Catalog Number	(All)
Term	Spring 2015
Course:	
LIS 85 Introduction to Information Resources	77.78%
Grand Total	77.78%

N/A (No longitudinal data is available, as LIS 085 has only been offered since Spring 2015.)

- Which has the library done to improve course completion and retention rates? What is planned for the next three years?

As the Library only began to offer an LIS course in the Spring 2015 semester, no trends in completion and/or retention rates can be reported at this time. The plan for the next three years is to expand LIS course offerings and to monitor completion and retention rates carefully.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Faculty	Classified Staff
Full-Time Head Count	2	3
Part-Time Head Count	6	2
Full-Time/Part-Time Ratio	1:3	3:2
Total FTEs	3.70	3.95

Other: 1-4 Federal Work-Study student assistants per semester

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

Per the *minimum* standards for libraries established by the American Library Association/Association of College and Research Libraries and adopted by the California Community College Board of Governors (see *California Code of Regulations*, Title 5, § 58724), a college of Merritt's size (1,000-3,000 FTES) should have 3.0 FTE librarians and 4.5 FTE library support staff.

TABLE 1
ALA/ACRL—AECT—Minimum Standards for Libraries (Modified)

College Size FTEs	Type of Staff		Materials	
	Faculty Librarian	Support	Periodicals (No. Subscriptions)	Volumes (No. on Shelf)
< 1,000	2.0	3.0	230	30,000
1,001–3,000	3.0	4.5	300	40,000
3,001–5,000	4.0	6.5	500	60,000
5,001–7,000	5.0	9.0	700	80,000
Each Additional 1K	0.5	1.0	50	7,500

Merritt currently has just two permanent, full-time librarians (one of whom receives 0.33 FTE reassigned time for a non-library assignment) and three permanent, full-time library technicians. In comparison, College of Alameda, which serves approximately 200 fewer FTE students, currently has 3.0 FTE librarians and 4.0 FTE library technicians.

In order to meet the minimum standards, to bring Merritt into parity with its sister colleges, and, most importantly, to provide students with the breadth and quality of library services that they need to succeed, the Library requests to fill the following certificated and classified positions (listed in order from highest to lowest priority, respectively):

Certificated Faculty

1. 1.0 FTE Librarian (Instructional)

With the lateral transfer of a librarian to Laney College in spring 2009, the Library has operated with only two full-time, permanent librarians for the past five years. As a result, we have had to depend disproportionately upon temporary, part-time librarians to keep the library open and to maintain basic services. The [*Standards of Practice for California Community College Library Faculty and Programs*](#), adopted by the Academic Senate for California Community Colleges in Fall 2010, declares, “The library is an educational facility, a fact best evidenced by the designation of librarians as faculty. As such, it cannot operate without library faculty in place. A library, like a classroom, should not be in use unless library faculty are available to provide service and facilitate student learning” (p. 4). Given the increase in library operating hours and the development of LIS courses, the Library requires the support of —at least— one additional full-time librarian.

2. 0.2 FTE Library Department Chair Reassigned/Release Time

Unlike the chairs of other departments, the Library Department Chair does not currently receive reassigned/release time for performing the same duties. It is not equitable or reasonable to expect someone to coordinate the budget, facilities, operations, and personnel of an entire library with absolutely no compensation, while individuals with similar responsibilities in other departments are fully compensated.

3. 0.5 FTE Archivist

Judy Singer, who retired in 2012 after almost 30 years of service in the Library, single-handedly established and organized a significant archive of historical documents pertaining to Merritt College. This archive, which included a collection of governance documentation (accreditation reports,

committee agendas and minutes, strategic plans, etc.), has proven to be an invaluable resource for researchers, both at Merritt and throughout the Peralta District.

Given the urgent need for a centralized repository of documentation to support institutional research for accreditation, institutional effectiveness, student equity and success, and other statewide initiatives, Ms. Singer has been rehired on a temporary, hourly basis to develop and to provide access to the archives. To ensure long-term maintenance and access, a certified archivist position should be considered for the near future.

Classified Staff

1. 1.0 FTE Principal Library Technician [VACANCY]

After ten years of service, Nghiem Thai has tendered his resignation as Principal Library Technician, effective January 3, 2016. This position is critical to the Library's mission to support the institutional goals and objectives of the College. The Principal Library Technician coordinates the administrative and financial business of the Library, ensuring that fiscal, human, and material resources are in place to sustain daily operations. The main responsibilities of this position are to act as a liaison between the Library and other college departments; to facilitate personnel hiring and scheduling; to monitor and maintain the library budget; to purchase library books, equipment, and supplies; to perform all monetary transactions; and to keep accurate accounting records.

2. 1.0 FTE Library Technician II (Evening/Weekend)

This Fall 2015 semester, at the request of the Administration, the Library extended its operating hours later into the evening and, for the first time, into Saturday as well. A permanent, full-time Library Technician II is needed to support the additional hours. Since 2011, the Library has had to rely on temporary, hourly staff to stay open in the evening. This is not a tenable solution for two reasons. As the SEIU Local 1021 contract limits hourly classified staff to 65 working days per fiscal year, the Library has to devote an inordinate amount of time to hire a new technician every semester. Given the limited hours and lack of benefits, it is extremely difficult to attract qualified and reliable candidates for this position.

3. 1.0 FTE Library & Learning Center Network Coordinator

With the recent commissioning of the new science building and the increasing demand for IT support across campus, Merritt's two-person IT department cannot realistically be expected to provide services everywhere that they are needed. The Library and the Learning Center both have computer labs that require continuous IT maintenance and support. In the past three years, 83-89% of students surveyed indicated that they used computers in the Library, making that the most in-demand service provided to patrons. Furthermore, the Library utilizes an intricate integrated library system for workflow automation, information and communication technologies for the delivery of resources and services, and specialized programs for cataloging and other library functions. As information production and dissemination becomes increasingly digital, more and more of the Library's "materials" will be offered online. All of these databases, e-books, and web applications require IT support from a dedicated network coordinator.

- Describe your current utilization of facilities and equipment. In your description, please include the following data for the past three years:

	2012-2013	2013-2014	2014-2015
Library Hours	51	51	51
Library Gate Count	52,436	52,613	80,741
Other Library Usage	Computing: 15,708 Copying: 128,211 Printing: 48,960	Computing: 18,266 Copying: 107,637 Printing: 64,630	Computing: 29,488 Copying: 79,539 Printing: 112,290

For over three years from January 2011 until April 2014, the Library occupied a temporary space in the A Building, while the entire L Building was renovated. The limited area drastically curtailed the provision of library resources and services. The entire circulating collection of approximately 50,000 volumes, as well as most of the periodical and reference collections, had to be stored at an off-site warehouse, rendering them completely inaccessible to the campus community. The only library materials available to students were reserve textbooks, current issues of periodicals, and a sampling of reference books. Although computers and printing/copying equipment were accommodated in a small adjoining room, students sorely missed having a place in which to study.

The significant disruption to library traffic caused by the renovation is starkly illustrated by a dramatic spike of nearly 30,000 in gate count from the 2012-13 and 2013-14 academic years to the 2014-15 academic year. Returning to its permanent location in the L Building also allowed the Library to double the number of student computer stations from twelve to twenty-four, resulting in a staggering 88% increase in computer usage and 129% increase in printing. During the same three-year period, photocopying has gradually decreased by 38%. The reason for this remains unclear, but, anecdotally, library staff report that more students are using their smartphones to capture images of textbook pages, rather than copying.

When it reopened back in the L Building in April 2014, the Library boasted new carpeting, paint, lighting, and HVAC. A suite of new library and office furniture completed the remodel. All staff work areas were outfitted with matching Allsteel/Gunlocke desks, chairs, cabinets, and tables. Uniform book shelves and stacks from Spacesaver were installed throughout, bolted to the floor where necessary for earthquake-proofing. Custom Agati wooden furniture featured built-in grommets for electrical outlets, so that users can power their laptop computers and mobile devices. Pre-existing wooden fixtures were also refinished to coordinate with the new furniture selection.

Twelve open tables and over fifty study carrels, totaling 100+ seats in all, provide ample space for students to study. In addition, three fully enclosed rooms, accommodating 4-10 people, are available for group study. Two photocopiers and a networked printer are housed in an alcove adjacent to the periodicals area. An open Wi-Fi network is available throughout the Library for Internet access from personal computers and mobile devices.

- Please provide the following data on the library collections and circulation transactions:

Library Collections			
	2012-2013	2013-2014	2014-2015
Materials Expenditures	\$42,484	\$64,849	\$116,824
Print Books (Titles)	50,452	47,087	46,350
E-Books (Titles)	20,000	20,006	20,826
Periodical Subscriptions	82	76	70
Database Subscriptions	77	83	86

Over the past three years, the Library’s collection development budget has steadily increased due to one-time, supplemental allocations of instructional equipment and library materials (IELM) or lottery funds. It should also be noted that approximately \$40,000 is spent annually just to maintain library database subscriptions. This leaves a significantly less amount of money for books and other materials than it would appear from the figures above. Again, per the [*Standards of Practice for California Community College Library Faculty and Programs*](#): “To ensure that students and faculty continue to have long-term and guaranteed access to library electronic resources, districts should fund the full costs of libraries through the general budget” (p. 15).

The Vice President of Instruction recognized that the Library needs a consistent source of funding to maintain and improve its collections. Accordingly, he proposed that two percent of the College’s total discretionary budget be allocated for library collection development. This proposal was considered and approved through shared governance during the 2014-15 budget development process, resulting in the Library receiving, for the first time, \$34,000 of general funds to acquire books and other library materials in the 2015-16 fiscal year. We strongly recommend that this remain a permanent line item in the college budget.

Circulation Transactions			
	2012-2013	2013-2014	2014-2015
General	1	61	443
E-Books	1,993	2,144	2,518
Periodicals	45	144	444
Reserves	11,755	11,091	10,040
In-House	n/a	n/a	374
Total	13,794	13,440	13,819

The very low general circulation statistics reflect the fact that the entire general collection was stored off-site and inaccessible during the L Building renovation. Historically, however, reserve circulation has always significantly outpaced general circulation. From 2006-2010, more reserve textbooks were checked than regular library books by a ratio of 9:1. Reserve circulation has steadily decreased from a

high of over 15,000 check-outs in the 2009-2010 academic year. E-book usage shows gradual increase over the past three years. Given these circulation trends, the Library has begun to discuss its future collection development strategy.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

1. Research Databases

The Library currently subscribes to over 80 electronic databases in order to provide online information resources to support student research and distance education. Categorically funded in the past by the California Community Colleges Chancellor’s Office through the Telecommunication and Technology Infrastructure Program, library database spending was totally eliminated in 2009. Since that time, the District has allocated each College \$40,000 in lottery funds to cover the annual costs of database subscriptions. This funding needs to be continued in order to sustain the level of student usage evidenced in the table below.

Database Usage			
	2012-2013	2013-2014	2014-2015
Sessions	33,452	24,489	26,148
Searches	141,439	91,895	87,729
Full-Text Retrievals	23,215	31,648	28,654

2. Integrated Library System

The Library’s primary technological requirement in the next three years is an upgrade to a new district-wide integrated library system (ILS) with a unified discovery layer. Implemented in 2011, our current ILS, Innovative Interfaces’ Millennium, has been superseded by a successor platform and will no longer be supported in the near future. With the Millennium contract expiring in spring 2016, this academic year represents an opportune time to migrate to the Sierra Library Services Platform with Encore Discovery Solution.

3. Computer & Printer Refresh

All library computers were last refreshed in January 2013 from HP models to the District’s current Lenovo standards. In total, thirty-two (32) Lenovo ThinkCenter M82 desktop computers and four (4) Lenovo ThinkPad L540 laptop computers, along with ten (10) HP LaserJet Pro 400 M401n printers, were assigned to the Library for staff and student use. Given a three to five year refresh cycle, the Library will need new computers within the next three years.

In recent annual library surveys, 83-89% of students indicated that they used computers in the Library, making that the most in-demand service provided to patrons. Usage statistics obtained from PC-Trak software over the past three years indicate a dramatic 88% increase in the number of times that students log onto library computers.

Computer Usage			
	2012-2013	2013-2014	2014-2015
Sessions	15,708	18,266	29,488

4. Copying and Printing Services

The Library leases three multi-function photocopiers from Ricoh USA under the U.S. Communities master lease agreement (contract number 58795). Two Aficio MP3352SP machines provide black-and-white copying for students, while one networked Aficio MPC2551 machine delivers color and high-capacity copying and printing capability for staff. The current 48-month lease and maintenance contract with Ricoh expires in September 2016, at which time, the Library will solicit bids from various vendors, before deciding on a new contract.

The Library uses ITC Systems' GoPrint printer management platform, along with an HP LaserJet Enterprise M603xh printer, to provide pay-for-print services to students who use library computers. The increasing volume of printing necessitates the acquisition of a second high-capacity printer to handle student demand. In addition, students have begun to request wireless printing from personal laptops and mobile devices. This functionality is available through GoPrint, but requires network and server support from the IT Department to implement.

Copying & Printing			
	2012-2013	2013-2014	2014-2015
Copying Volume	128,211	107,637	79,539
Printing Volume	48,960	64,630	112,290

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

1. Building Security

Despite a three-year renovation project, which included the installation of new automatic sliding doors, a lobby elevator, a rolling security gate, and a 3M book detection system, the Library remains physically unsecured and vulnerable to unauthorized access and inventory loss.

- Automatic sliding doors

The automatic sliding doors at the main entrance to the L Building have not functioned properly since installation. Documented problems include failure to open properly, to close completely, and to lock. In addition, people leaving the building are prone to push the panic bars, causing the doors to swing open off their tracks. Repeated occurrences of this, requiring the doors to be realigned on the tracks, have also contributed to their malfunctioning. A contractor hired to assess the condition of the doors determined that they are not safe to operate in their present condition. These doors should be repaired or replaced immediately for the safety of students and employees.

- Rolling security gate

Because there are periods of time when staff are working inside the Library, when it is closed to the public, a rolling security gate was mounted to cordon off the library entrance from the second floor lobby. Unfortunately, a key switch was only installed on the outside of the gate, preventing staff from lowering the gate from within. We request that a key switch be installed on the interior side of the gate to allow staff to operate it without having to exit the Library and re-enter by an alternate means.

- Staff elevator

The Library shares the L Building facilities with the Learning Center, occupying the second and third floors. Because the public elevator in the lobby only services the first and second floors, public access to the staff elevator, which connects all of the floors, must be permitted in compliance with ADA regulations. Unfortunately, the staff elevator provides unrestricted passage from the Library to the Learning Center on the first floor, allowing library materials to be taken out of the building without passing through the book detection system. The simplest solution to this security loophole is to install a key switch in the staff elevator to control movement between the Library and the Learning Center, for which ThyssenKrupp provided an estimate of \$2,000. District General Services indicated that it did not have the funds to pay for this cost.

2. ADA-Compliant Accessible Workstations

The Library currently has only one manually adjustable computer station for the use of students with disabilities. After consultation with the Vice President of Student Services and the former Interim Coordinator of the Disability Services Program, it was determined that the Library should provide at least five ADA-compliant workstations, which on average cost about \$1,500 each.

3. Instructional Lab

Although the Library requested the construction of a dedicated classroom or computer lab for instructional purposes during the L Building renovation, the limited budget and scope of the project precluded it from consideration. The [*Standards of Practice for California Community College Library Faculty and Programs*](#) states, “Library facilities should reflect the library’s role as a teaching and learning location by providing rooms for classroom instruction to support both bibliographic instruction sessions and library science courses” (p. 12). Now that the Library offers LIS courses, it is more imperative than before that the appropriate instructional facilities be provided to students and instructors.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.
 - Timothy Hackett
 - Merritt College Technology Committee

- Peralta District Librarians Committee
- Tenure Review Committees

- Eva Ng-Chin
 - Merritt College Faculty Evaluations Facilitator (2013-present)
 - Merritt College Tenure Review Coordinator (2010-2013)
 - Merritt College Curriculum and Instructional Council
 - Tenure Review Committees

- Nghiem Thai
 - Merritt College Accreditation Steering Committee
 - Merritt College Budget Committee
 - Merritt College Council of Department Chairs & Program Directors
 - Merritt College Classified Senate
 - Merritt College Council
 - Merritt College Professional Development Committee
 - Peralta District Librarians Committee

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Library faculty and staff do not currently engage in any collaborations and/or partnerships with the community. This lack of initiative has hindered the Library from developing and improving its services, as external resources have not been explored as a means to augment the meager library budget.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

In the years since the last program review, classified staff and adjunct librarians have increasingly taken the lead in most library matters. Presently, the department co-chairs are both adjunct librarians. All temporary, part-time librarians are included in pertinent departmental communications and discussions. All department faculty are welcome to attend the biweekly department meetings, where major decisions are considered. This year, for the first time, all adjunct librarians were provided with orientation and training at the beginning of the term to prepare them for their duties at the reference desk.

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

All library personnel, but particularly librarians, need basic training in the use of the district-wide integrated library system. Librarians would also benefit from continuous training in commonly used computer platforms and software, so that they can assist students more effectively.

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.
- **Goal 1. Curriculum:** Introduce information literacy as a component of general education requirements for degree programs

Activities and Rationale:

- Initiate dialogue with the Counseling Department and the Curriculum and Instructional Council
- Foster administrative and faculty cooperation through the Library's learning support and instructional services
- Develop a plan of action with the appropriate stakeholders
- Obtain approval through established shared governance processes

The rationale for this goal is to align library services with the College's information and computer literacy ILO and to incorporate information literacy into the curriculum.

- **Goal 2. Assessment:** Review and revise Library SAOs to reflect continuing changes in how information is produced, disseminated, and utilized

Activities and Rationale:

- Continue to administer annual student surveys on library services
- Conduct authentic assessment of survey results
- Develop a realistic plan of action to improve library services and assign responsibility for implementation
- Implement continuous quality improvement

The rationale for this goal is to respond to the changing information and learning support needs of students.

- **Goal 3. Instruction:** Offer a robust, yet sustainable, information literacy program consisting of 2-3 Library Information Studies courses (face-to-face, hybrid, and/or online)

Activities and Rationale:

- Obtain curricular approval to offer LIS 080 and LIS 200 starting the Fall 2016 semester
- Collaborate with faculty to pilot an embedded librarian program in research-intensive classes

- Promote LIS courses to the campus community to ensure future viability
- Continually assess SLOs

The rationale for this goal is to bring library services out of the library and into the classroom where it is most needed.

- **Goal 4. Student Success:** Offer general face-to-face or online library orientation for new students

Activities and Rationale:

- Initiate dialogue with Student Services
- Foster administrative and faculty cooperation through the Library's learning support and instructional services
- Develop a plan of action with the appropriate stakeholders
- Obtain approval through established shared governance processes

The rationale for this goal is to contribute to student success by providing useful and timely information about the library and learning support services.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

Appendix A

Library Services Program Review Prioritized Resource Requests Summary

College: Merritt College

Discipline, Department or Program: Library/Library Information Studies

Contact Person: Nghiem Thai

Date: September 30, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	• 1.0 FTE Librarian (Instructional)	1	• \$40,000- \$74,000/yr.	pp. 10-11
	• 0.2 FTE Department Chair Reassigned/Release Time	2	• \$7,000/yr.	
	• 0.5 FTE Archivist	3	• \$25,000/yr.	
Human Resources: Classified	• 1.0 FTE Principal Library Technician [VACANCY]	1	• \$46,000/yr.	pp. 10-11
	• 1.0 FTE Library Technician II (Evening/Weekend)	2	• \$39,000/yr.	
	• 1.0 FTE Library/LC Network Coordinator	3	• \$58,000/yr.	
Human Resources: Student Workers				
Technology	• Research databases	1	• \$40,000/yr.	p. 14
	• Integrated library system	2	• \$100,000/yr.	
	• Computer/printer refresh	3	• \$50,000	
Equipment	• High-capacity printer	4	• \$2,500	p. 14
Supplies				
Facilities	• Building security (elevator & security gate locks)	1	• \$4,000	pp. 15-16
	• ADA-compliant accessible workstations	2	• \$7,500	
	• Instructional lab	3	• \$110,000	
Professional Development				
Other (specify)	• Library books & materials		• \$34,000/yr.	p. 13

Appendix B

PCCD Program Review Alignment of Goals Template

College: Merritt College

Discipline, Department or Program: Library/Library Information Studies

Contact Person: Nghiem Thai

Date: September 30, 2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Establish information literacy as a component of general education requirements for certificate and degree programs	Goal 1. Create an environment of exceptional student access, equity and success	Goal A. Advance student access, equity and success
2. Review and revise Library SAOs to reflect continuing changes in how information is produced, disseminated, and utilized	Goal 3. Create and Implement effective and innovative programs that meet the diverse needs of our community	Goal C. Build programs of distinction
3. Offer a robust, yet sustainable, information literacy program consisting of 2-3 Library Information Studies courses (face-to-face, hybrid, and/or online)	Goal 3. Create and Implement effective and innovative programs that meet the diverse needs of our community	Goal C. Build programs of distinction
4. Offer general face-to-face or online library orientation for new students	Goal 1. Create an environment of exceptional student access, equity and success	Goal A. Advance student access, equity and success
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: [Merritt College](#)

Discipline, Department or Program: [Library/Library Information Studies](#)

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	<p>See attached.</p>

LIBRARY

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input checked="" type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction. 2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair. 3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.
<input type="checkbox"/> 2. Conditionally Accepted.	
<input type="checkbox"/> 3. Not Accepted.	

Part III. Signatures

Validation Team Chair

Sandra Kessler

Print Name



Signature

3-15-16

Date

Discipline, Department or Program Chair

Nghiem Thai

Print Name



Signature

03/02/16

Date

Received by Vice President of Instruction

Norma Ambriz-galaviz

Print Name



Signature

4-19-16

Date

#5

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, November 25, 2015 11:39:56 AM**Last Modified:** Wednesday, November 25, 2015 12:23:47 PM**Time Spent:** 00:43:50**IP Address:** 209.129.165.18

PAGE 1

Q1: Please select the program you are reviewing:	LIBRARY
Q2: Name of Reviewer	Rivas; Delia
Q3: Is the narrative information complete and all elements of the program review are addressed? (Q.1)	Complete
Q4: Is the analysis of data thorough? (Q.2)	Incomplete, COMMENTS Check to see if SLO's/SAOs have been completed and entered into task-stream. It sounds as if this has not been completed.
Q5: Are the conclusions and recommendations well-substantiated and relate to the analysis of the data? (Q3)	COMMENTS Basis for conclusions for new faculty doesn't seem to be driven by data, e.g., course offerings. There is an argument that another faculty person is needed based on student enrollment at the college.
Q6: Are the discipline, department or program planning goals articulated in the report with the goals addressed noted with areas of concern? (Q.4)	Complete
Q7: Are the resource requests connected to the discipline, department or program planning goals and aligned with the college goals? (Q.5)	Complete
Q8: What rating do you recommend?	Conditionally accepted , COMMENTS This is a good review, and the assessment sections related to SLO/SAO sections need to be completed/substantiated.