Program Description

The Library’s primary function involves providing materials to support the curriculum, reference services, and library instruction to students, faculty, and class groups. The credit course offerings are in addition to regular services and are offered as the budget and staffing permits.

Mission:
To connect the students, faculty, and community of the Menifee Valley Campus to a world of information, with enthusiasm and professionalism, in a welcoming environment conducive to academic research and study.
To provide a comprehensive and current collection of materials in a variety of formats to support the MSJC curriculum.
To support lifelong learning by teaching information competency skills to students in a variety of settings including class orientations, credit information competency courses, workshops, and by working with departments and faculty.

Consistent with the MSJC mission, and the Library Bill of Rights endorsed by the American Library Association, the MSJC library supports instruction, faculty research, and the general information and cultural needs of the MSJC community.

I. Program and Assessment

A. Program Learning Outcomes (PLOs) Assessment and Student Learning Outcomes (SLOs) Assessment
1. Please state your current year PLOs and SLOs.

1.a Program Learning Outcomes:
- Students will have an awareness of the types of services, materials, and resources, both physical and virtual, available at the library.
- Students will be able to navigate the library's website, select and search an appropriate catalog or database to fulfill information needs.
- Students will demonstrate the ability to access the library's resources remotely.

1.b Student Learning Outcomes for Orientations:
SLO 1: Use a web browser to navigate to the library homepage.
SLO 2: Locate appropriate materials in the library catalog and databases using author, title, keyword and subject searches.
SLO 3: Recall how to locate an item in the library based on call number and location code.
SLO 4: Be able to log into the library's online resources remotely (off campus).
SLO 5: Distinguish between the types of resources available in the library catalog, e-book collection, online databases, and the Internet.
SLO 6: Select an appropriate database or catalog based upon information needs.
SLO 7: Save, e-mail, or print a document from the library's full text databases.
SLO 8: Demonstrate a knowledge of the services and resources available through the MSJC Libraries.

2. Please summarize the findings of your program’s PLO/SLO Assessments.

2.a Please list the assessment reports that summarize area performance on specific PLOs/SLOs.

1. Student Library Satisfaction Survey – to measure PLO’s
2. Pre and post quiz to measure library orientation SLO’s

To gauge student satisfaction with library services and resources, and measure Library PLO's, a student satisfaction survey was administered in the fall of 2015. The survey was completed by 150 students. The survey was self-administered using Survey Monkey and was accessible via the library website.

2.b Please summarize the most recent academic year assessment results.

**Summary of survey results**

**PLO #1** – The majority of students who selected MVC as their home library or who exclusively take online courses are aware of the most common types of library resources. Only 3 of the 92 students surveyed were unaware of the library’s online databases. The least amount of awareness of library resources was regarding the Ask A Librarian online chat service (17 students didn’t know about this), and 14 students didn’t’ know about the library’s streaming video databases.

**PLO #2** – 51% of students feel that they are always successful at finding information. 41% feel that they are sometimes successful, and 1% feel that they are not successful.

**PLO #3** - 86% of students responded that they can navigate to the library’s website remotely (from off campus) and access the library’s resources.

**Summary of Library orientation pre/post tests**
Overall, students had a better understanding of which resources to use to locate various types of materials and how to formulate searches to produce the best search results.
2.d What are some improvements that have been, or can be, implemented as a result of your PLO/SLO assessment?

Enhanced interactions with students in the library to highlight services and resources available. Additional outreach to faculty to encourage scheduling of library orientations for their classes. As time permits offering additional library workshops and encouraging faculty to offer extra credit for attendance. Library orientations will continue to evolve to meet student research needs promote information competency.

In Fall 2016, existing PLOs/SLOs will be revised and new assessment tools and processes that demonstrate Library services’ impact on student learning will be developed and implemented.

3. Looking ahead to 2017-18, please state your PLOs and SLOs for the next review cycle.

**PLOs Program Learning Outcomes:**

*Navigate* the library’s website and *discover* how to access the library's resources remotely.

*Distinguish* between the types of services, materials, and resources, both physical and virtual, available at the library.

*Select* an appropriate catalog or database and *develop* search strategies to *identify* and *locate* sources that *fulfill* information needs.

*Evaluate* information sources in any format to determine type, relevancy to topic, bias, currency, and accuracy.

**SLOs Student Learning Outcomes for Orientations:**

*SLO 1: Select* an appropriate database or catalog based upon identified information needs.

*SLO 2: Demonstrate* how to locate appropriate materials in the library catalog or databases using appropriate search techniques.

*SLO 3: Distinguish* between the types of resources available in the library catalog, e-book collections, databases, and the Internet.

*SLO 4: Identify* and *locate* an item in the library based on call number.

*SLO 5: Recall* how to access the library's online resources remotely.

**B. Library Data**

1. Please briefly summarize the key indicators for your program, district-wide and by campus location, as applicable. Examples include: the number of students who met with a counselor, successfully completed their financial aid packet, applied on-line, referred to a company for an interview, or completed training.

The Library’s primary function involves providing materials, services, research assistance and library instruction to students, faculty, and class groups. The Library routinely compiles a wide variety of library usage statistics, including the numbers of students using the library (gate count), types and number of physical materials checked out and digital resources accessed, how many reference/research questions answered, and number of orientation sessions taught.

2. Please list and analyze your program data. Identify and list trends found in the data.

**Materials:**

*Print book collection size:* 24,000 (2015/2016)

*Some e-books are owned by the MSJC Libraries while the majority are part of a subscription service. Annual figures fluctuate moderately due to additions/deletions from vendor subscription collections.

Databases: 67 (2015/2016)

Circulation of all library materials (including textbook on reserve):

- July 2013-June 2014: 15,287
- July 2015-June 2016: 20,357

Circulation of reserve textbooks: 2015-2016: 11,748

E-book and article database usage:


Services:

Reference questions:

- July 2013-June 2014: 7,515
- July 2014-June 2015: 6,815
- July 2015-June 2016: 6,240

Directional questions:

- July 2015-June 2016: 13,065

Library instruction/Orientation sessions:

The library provides research instruction sessions (orientations) to classes at the request of the instructor. In FY 2015-2016 the MVC Librarians conducted 124 library instructions sessions with an attendance of 3,226 students. This is an increase from the previous year of 104 orientations and 3,111 in attendance. See table below:

<table>
<thead>
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<tbody>
<tr>
<td>124 sessions</td>
<td>104 sessions</td>
<td>87 sessions</td>
</tr>
<tr>
<td>3226 students</td>
<td>3,111 students</td>
<td>2,436 students</td>
</tr>
</tbody>
</table>

As course offerings increase, there is an increased demand for library instruction sessions. These sessions promote and enhance the use of the library's resources, help the students navigate the library's website, and
formulate effective search strategies in the library’s catalog and databases. These instruction sessions contribute to the library’s PLO’s and MSJC’s Core Competencies (ILOs), specifically: Information and Technology Literacy.

The MVC Librarians also provide research workshops for Honors students. Additional workshops on e-books, periodical databases and library research will be offered as staffing permits.

The library has one credit course in library research/information competency, Library 101 (1 unit). The three unit Library 100 course has been deactivated at the request of the Curriculum Committee. Library 101 is currently offered as an online once each semester.

3. Based upon the trends and performance indicator data (e.g., metrics) what changes, if any, should be made to improve the program? Please ensure that program improvements are tied to the data.

As enrollment increases the library continues to serve more students both on and off campus (see figures below). Ongoing rejuvenation and maintenance of the print collection as well as updates to online resources is a mandatory part of providing students with up-to-date, high-quality academic resources that support their coursework.

In addition, more library usage directly impacts the level of service provided by library staff and librarians. A successful RAP proposal for staffing increased 2-part-time classified positions into full time.

The library will continue to submit a proposal for an additional faculty Librarian to the Joint Hiring Committee. Thus far the proposals and have not been successful. Additional funding is also needed for additional part-time Librarian hours.

4. Please briefly report the number of students served and/or provide a general description of the student population(s) you serve.

Student Library Use (gate count, approximate):
- 2012-2013  153,948
- 2013-2014  155,292
- 2014-2015  169,237
- 2015-2016  150,664 (gate counter broken for several weeks)

The Library serves all students across all disciplines and programs, whether on-campus or online.

5. With regard to student/faculty satisfaction, please list and analyze the results of student/faculty satisfaction surveys, as applicable. Based upon the analysis what program improvements should be made?

**MSJC Library Student Satisfaction Survey – Fall 2015 Key Findings:**
- Out of 150 students who participated, 86 of them (57%) went to the MVC Library, 58 (39%) to the SJC Library and 6% of them used neither, they took classes exclusively online.
- Although the two campuses look very similar in how they answered the questions, there is a slight difference in the responses. Students at MVC tend to be more satisfied with the Library’s
services and use the Library resources a little more than students at SJC. In terms of frequency, students tend to visit the library on a weekly basis. 68 out of 150 (45% combined).

- 86% of students (combined) feel they can navigate to the library's website remotely (from off campus) and access the library's online resources, however when looking for information, only 53% of students asked a librarian for assistance when they were not successful.

Librarians have made efforts in reaching out to teaching faculty for collection input and suggestions so that the Library’s resources reflect current topics being used across disciplines and in class assignments. One librarian joined the Curriculum Committee in Fall 2015 which allows the Library to review course-specific resource needs.

II. Planning and Resource Allocation Requirements

Please briefly update the goals and needs included in last year’s annual program assessment (APA). Here is the link to your APA. Please include any updates to your program goals and objectives, along with any additional facilities, staff, technology, equipment, professional development and library resources that would improve student learning or increase program quality and/or efficiency. Specifically, connect your goals and needs with the analysis of the data above

A. Program Goals

Please refer to your goals and objectives (from last year’s APA) and describe how you will attain them. Are there any changes to your goals and/or objectives?

Library Materials

- Continue to provide current and relevant material to support the instructional, research, informational and cultural needs of the MSJC community
- Provide more electronic books and online resources such as databases that offer 24/7 access to library materials and improve equity for online and satellite campus students. Additional ongoing funds are needed to keep the book collection current and replace outdated material. According to ACRL (Association of College and Research Libraries) standards, 3-6% of a library’s collection will become outdated each year.
- Continue to weed (remove) obsolete print and electronic resources
- Continue outreach efforts seeking teaching faculty input into collection development, including recommendations on acquiring print and online resources that support their programs as well as assessment of existing materials

Attainment: The Library will seek stable funding for developing and maintaining the Library’s collections as described above and recommend a funding formula that takes into account inflation, enrollment growth, as well as growth of programs, courses, and sections.

Library Instruction

- Prioritize the creation and implementation of online research guides and tutorials using existing LibGuides software, as well as explore the creation and/or purchase of fully online library instruction tutorials that will reach online and satellite campus students
• Building on faculty requests for the current customized Library orientation model, explore ways of potentially expanding offerings to include independent workshops or other formats targeted to specific topics or specific student populations such as the FYE program

• Continue to offer and build enrollment for the 1-unit online LIB 101, Essentials of Library Research and Information Competency, course with an eye to potentially offering additional sections that tie to specific student populations such as the FYE program, a trend seen at other California Community Colleges

**Attainment:** Pursue the possibility of hiring an additional librarian who could coordinate district-wide library instructional efforts described above, including the LIB 101 course, overseeing learning outcomes, and organizing outreach and expansion efforts.

**Library Facilities**

• Plan for physical improvements to the Library, including:
  o Additional study tables in the reference area after weeding is complete
  o Expansion of Makerspace and possible additional study room
  o Group study space is insufficient in the Library/LRC building and on the Menifee Campus as a whole
  o Refit 12 existing study carrels to accommodate computers for student use
  o Add additional Xerox printer for student printing
  o Replace worn out lounge furniture
  o Installation of “laptop” bar countertop and seating with electrical access on the north wall of reference area

**Attainment:** Collaborate with campus partners to identify funding sources.

Please describe the current state of the program.

  a. **Strengths:**

• The online resources (databases and e-books) have consistently strengthened the program and helped to meet the research needs of SJC student across the district. Based on the demonstrated increases in usage, these resources will continue to provide exceptional academic support.

• Increased faculty librarian visibility on campus through committee involvement, outreach efforts and collaboration with teaching faculty has built awareness of and support for Library services.

• Enrollment is up for Lib 101, Essentials of Library Research and Information Competency, between spring 2015 and fall 2016, which speaks to the importance of and need for teaching Library research skills, not only in Library orientation group sessions but also for individual students who want to build their academic research abilities.

• Block grant funds received in fall 2015 allowed the Library make significant strides in increasing the currency of the e-book collection.

  b. **Challenges:**
• Potential loss of space: The Menifee Campus is lacking in classroom and office space. The physical spaces in the library and library classroom support student success, but are often considered “flexible” when other areas of campus have space needs.
• As a result of the retirement of the Library Coordinator in 2013, and subsequent elimination of the position, the library is still understaffed and has less employee FTES than in 2013.
• Reduced library hours (9 hours lost in 2008-2009). No funding/staff available to restore lost hours.
• Ongoing maintenance of library collections, particularly the challenge of providing new print and electronic resources while simultaneously updating the currency of the existing print collection, is difficult given the recurring unpredictability of the library’s budget, which often depends on one-time funds such as grants. To maintain currency and build the book collection, the library requires additional funding. Taking into account the print book collection only, the library currently holds (as of June 30, 2016), approximately 24,983 titles. With a conservative estimate of 4% of the book titles becoming outdated each year, the library will need to replace approximately 959 titles per year. At an average cost of $41.69 per title (academic press titles are priced even higher), the library needs $39,980 to maintain currency in the print collection alone. This is not counting electronic titles that also become outdated. The library’s total book budget (print and electronic) for the 2015-2016 academic year was $30,149. At present funding levels, the collection of current and useful materials will decline each year.
• Since the last program review no progress has been made in establishing a funding formula for library materials and supplies. There are no budget increases based upon FTE growth, inflation, or the addition of new courses or programs. Supplemental funding is also needed to purchase resources to support new programs and courses. The library will continue to submit RAPS for additional funding for library materials, specifically for books and electronic books for the 2017-2017-2018 fiscal year.

What changes could be implemented to improve your program?
• Additional faculty librarians to provide more services as well as exploration of online library orientation software could improve support and equity for online and satellite campus students.
• A budget formula that takes into account inflation, increased enrollment, as well as program and course growth, should be proposed in order for more effective ongoing collection planning to take place.

c. Community and Labor needs: Please describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.
N/A

B. Facilities, Staffing, Technology, Equipment, and Professional Development
Please update facility, staffing, technology, non-instructional equipment and professional development needs here.

Staffing:
Lack of sufficient full-time faculty librarians and classified support staff has prevented the library from offering additional services to students as well as restoring lost service hours to include Saturday. Lack of adequate staff has been noted in multiple MSJC reports over the years (Library and Technology Unit Plan Revision 2010, p. 11),
(MSJC Educational Plan, 2009-2016 Supplement, p.52). Title 5 standards (section 58724) provide minimum staffing levels for community college libraries. See table below.

### ALA/ACRL AECT Minimum standards for Libraries (Modified) Title 5 section 58724

<table>
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<tr>
<th>College size FTES</th>
<th>Faculty Librarian</th>
<th>Support Staff</th>
<th>Periodicals/No. of Subscriptions</th>
<th>No. of Volumes</th>
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<tr>
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<td>5,001-7,000</td>
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<td>80,000</td>
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<tr>
<td>Each additional 1K</td>
<td>0.5</td>
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<td>50</td>
<td>7,500</td>
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### MSJC STUDENT FTES

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<th>2015_2_FA15</th>
<th>2015_3_SP16</th>
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<tbody>
<tr>
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<td>5,044.6</td>
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<td>5,153.4</td>
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</table>

In order to meet minimum Title 5 Standards Mt San Jacinto College should employ 7 faculty librarians and 13 classified staff across both district Library sites.

### Library Faculty

The MVC Library employs two full-time Librarians, and one part-time Associate faculty Librarian. The Associate Librarian provide evening and Friday morning library coverage. There is currently insufficient funding in the Associate Librarian budget to increase hours on Friday afternoon and Saturday. (Library hours were lost in 2009 due to budget cuts and lack of staffing.) The library requires approximately $8,700 in additional funding for Friday hours (yearly), to keep the library open until 4pm. To resume Saturday hours an additional $10,800 is required for 9am-2pm coverage. It is our goal to eventually resume Friday and Saturday library hours to meet the needs of our students. The library will continue to submit RAPS for personnel and proposals for Librarians via the Joint Hiring Committee.
Non-Instructional Equipment:
Provide a list of all equipment needed. To be funded, requests must include all the required purchasing information.

- 1 new student printer (not included in library budget)
- Hardware to convert 12 existing study carrels into computer stations
- Network cabling for 12 additional computers

Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs?

No additional space is needed to accommodate the requested equipment. Maintenance agreements for student printers are handled at the administrative district level. No maintenance agreement is required for the inside book drop.

Technology:
Provide a list of all software and hardware needed. Include the required purchasing information and/or desired capabilities.

- 12 computer terminals for student use. CPU power should be able to accommodate typical programs that students need for course assignments.

Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs?

No additional space is needed to accommodate the requested equipment. Maintenance agreements for instructional technology is handled at the administrative district level.

Facilities:
Identify your program’s facility needs (custodial services, maintenance, remodeling, or new construction) and provide a brief explanation/justification. Identify if the needs address ADA, safety, or utility concerns.

- Maintain integrity of library spaces for student use and increase study and seating areas.
- Library carpet has not been cleaned since installation in 2006. It’s becoming worn and dirty.
- Custodial closets on both first and second floors have water damage from faucets. Enclosures should be installed and damage repaired to prevent mold growth (safety concern).
- Possible dividing wall installed to in 810/11 of library to create additional study room.
- Security cameras are still needed in the library interior to replace the obsolete/broken system.

Professional Development:
What professional development is needed to strengthen your program? Why? How will the professional development benefit the college?

None anticipated at this time.
Research Needs:
Identify your program’s specific research needs. Why is the research needed?

N/A

C. Budget Allocation

Impact of Previous Resource Allocations: Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or satisfaction.

- Lib 101, Essentials of Library Research and Information Competency, was reinstated after a four-year absence from the schedule.
- As a result of a successful RAP proposal in the spring of 2016, (LIBRARY ONLINE DATABASE FUNDING -RAP ID IO 127-1617) the library was able to increase the database funding by an additional $30,000 per year. The additional funds will offset price increases and allow the library to expand database access for MSJC students and faculty. Additional funding has allowed the libraries to provide more academic journal content to fulfill student research needs.
- As a result of a successful RAP proposal in the spring of 2016 two part-time Library Technician positions (25 hours) were converted into full time positions. The MVC library now has four full-time classified staff members. Increased staffing has resulted in increased contact hours with student to provide assistance and information about library resources.
- As a result of the full-time Librarian suggestion to expand textbooks availability in the Library, textbooks were acquired from the Student Equity Fund beginning fall 2015. This vastly increased the number of textbooks available to students.

2017-2018 RAP (Resource Allocation Proposal) Submissions
For which needs identified previously in this program review will you be submitting a RAP?

Increased budget for electronic book purchases. Additional ongoing funds are needed to keep the book collection current and replace outdated material. According to ACRL (Association of College and Research Libraries) standards, 3-6% of a library’s collection will become outdated each year.

- 2017-2018 CAPPR (Classified and Administrative Personnel Prioritization Request) Submissions. For which needs identified previously in this program review will you be submitting a CAPPR? Please contact Paul Hert (phert@msjc.edu) if you have questions!

N/A

III. Final Summary

A. Based on the data and analysis contained in this review, please forward your three greatest needs to your dean/division.
• Stable funding for developing and maintaining the Library’s collections and a funding formula that takes into account inflation, enrollment growth, as well as growth of programs, courses, and sections.
• New printer that provide wireless printing and support a possible debit/credit system of payment.
• Additional computer terminals for student use.

B. Discuss any major activities/highlights/achievements and any student successes or service area successes/innovations during the past year.
   • Reinstatement of Lib 101, Essentials of Library Research and Information Competency
   • Successful RAP for conversion of 2 part-time classified positions to full-time.
   • Increase in the number of and student access to textbooks through Student Equity funding

C. Please list all faculty and staff who participated in this review.
   Sherri Moore, Department Chair
   Monica Flores, Reference Librarian

D. Any suggestions, concerns or constructive criticism regarding the MSJC program review process?
   A Program Review template specifically for MSJC Libraries that takes into account the Libraries’ unique role that spans both student learning support services and instructional programs.

Once you have completed this entire form, please mailto:programreview@msjc.edu

Due Date: February 24, 2017