Merritt College

Library/Library Information Studies Annual Program Update 2017-2018

Merritt College Data Profile: Fall 2016 and Spring 2017

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

Headcount by Gender	Fall 2016		Spring 2017	
Female	4514	64%	4742	64%
Male	2396	34%	2485	34%
Unknown/Unreported	133	2%	132	2%
Headcount by Race/Ethnicity				
American Indian	29	0%	26	0%
Asian	1129	16%	1227	17%
Black / African American	1903	27%	1864	25%
Hispanic / Latino	2064	29%	2195	30%
Pacific Islander	47	1%	42	1%
Two or More	369	5%	384	5%
Unknown / NR	341	5%	381	5%
White	1161	16%	1240	17%
Headcount by Age				
Under 16	38	1%	100	1%
16-18	808	11%	764	10%
19-24	2430	35%	2552	35%
25-29	1186	17%	1255	17%
30-34	766	11%	775	11%
35-54	1296	18%	1401	19%
55-64	327	5%	315	4%
65 & Above	192	3%	197	3%
Total Headcount	7043		7359	

	Fall 2016		Spring 2017	
Gender	Retention %	Success %	Retention %	Success %
Female	78%	66%	79%	70%
Male	78%	65%	79%	68%
Unknown/Unreported	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
American Indian	83%	77%	74%	60%
Asian	83%	76%	84%	78%
Black / African American	73%	57%	74%	60%
Hispanic / Latino	76%	65%	80%	70%
Pacific Islander	79%	69%	80%	74%
Two or More	77%	65%	78%	66%
Unknown / NR	82%	69%	83%	72%
White	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
Under 16	82%	82%	94%	89%
16-18	78%	65%	82%	74%
19-24	75%	62%	76%	65%
25-29	77%	66%	79%	70%
30-34	82%	71%	81%	71%
35-54	81%	70%	82%	74%
55-64	83%	71%	85%	73%
65 & Above	84%	78%	85%	72%

Distance Education

Retention and Success by Distance Ed	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %
100% online	70%	62%	74%	59%
Hybrid	69%	53%	74%	61%
Face to Face	80%	69%	81%	72%

I. Program Information

Purpose: This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at: http://www.merritt.edu/wp/institutional-research/program-review/

Program Name: Library / Library Information Studies (LIS)

Date: October 13, 2017

Program Type: Non-Instructional / Instructional

College Mission Statement:

The mission of Merritt College is 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 and participate responsibly in a democratic society and a global economy.

Program Mission:

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.

Date of Last Comprehensive Program Review: October 5, 2015

Date of Comprehensive Program Review Validation: March 15, 2016

II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.	Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)	Progress on Goal (indicate date next to the appropriate status for the goal)	Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was **completed**: How did you **evaluate** or determine the **outcome**? If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?)
Assessment Review and revise library SAOs to reflect continuing changes in how information is produced, disseminated, and utilized	1. PCCD Goal: C 2. Merritt Goal: 3	Completed: 09/12/16 Revised: Ongoing:	The Library established three new SAOs in 2016-2017, which more clearly express the expected outcomes for students who experience library services. One SAO shall be assessed per academic year, so that all of them are fully assessed within the rolling, three-year cycle.
Curriculum & Instruction Provide formal information literacy instruction via 2-3 LIS courses (offered both face-to-face and online) to support the College's institutional learning outcome in the area of information and computer literacy by fall 2017	1. PCCD Goal: A, C 2. Merritt Goal: 1, 3	Completed: Revised: 09/30/2016 Ongoing: 2017-2018	During the 2016-2017 academic year, three sections of LIS 85 were offered. Both a face-to-face and an online section were scheduled for the fall, but the face-to-face section was cancelled for low enrollment. Two online sections of LIS 85 were offered in the spring based on the instructors' recommendation that online delivery was more successful than face-to-face. The viability of the LIS courses shall be reassessed at the end of spring 2018.

|			
Student Equity & Success Collaborate with Student Services to incorporate library orientation, consisting of a brief presentation or tour, into the existing matriculation process for new students by fall 2017.	1. PCCD Goal: A 2. Merritt Goal: 1	Completed: Revised: 09/30/2016 Ongoing: 2017-2018	Unfortunately, no progress has been made towards this goal due to administration and staff turnover in Student Services. The Library will continue working toward this goal during 2017-2018 by: • Providing essential library information for inclusion in orientation packages • Conducting drop-in library tours during the matriculation/orientation period.

Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Goal:_____
	
	2. Merritt Goal_____
		Completed: _____
		                          (date)
		Revised/New: _____
		                          (date)
		   Ongoing: _____
		                          (date)	

Other Goals	1. PCCD Goal:_____
	
	2. Merritt Goal_____
		Completed: _____
		                          (date)
		Revised/New: _____
		                          (date)
		   Ongoing: _____
		                          (date)	

III. Data Trend Analysis

Purpose: In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. *If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer:* skessler@peralta.edu.

Student Enrollment Demographics: **(Copy/paste enrollment tables from data file)**

1. **What changes have occurred in enrollment since 2015-2016 program review?**

LIS 85 has been offered as an eight-week, late-start, online course since spring 2015. As a relatively new discipline at Merritt, LIS has understandably experienced low initial student enrollment. During the 2016-2017 academic year, enrollment continued to be a challenge. The goal to offer both face-to-face and online classes in fall 2017 was not accomplished due to the cancellation of the face-to-face section for low enrollment. Two online sections of LIS 85 were offered in the spring based on the instructors' recommendation that online delivery was more successful than face-to-face, but they did not reach enrollment capacity. The viability of the LIS courses shall be reassessed at the end of spring 2018.
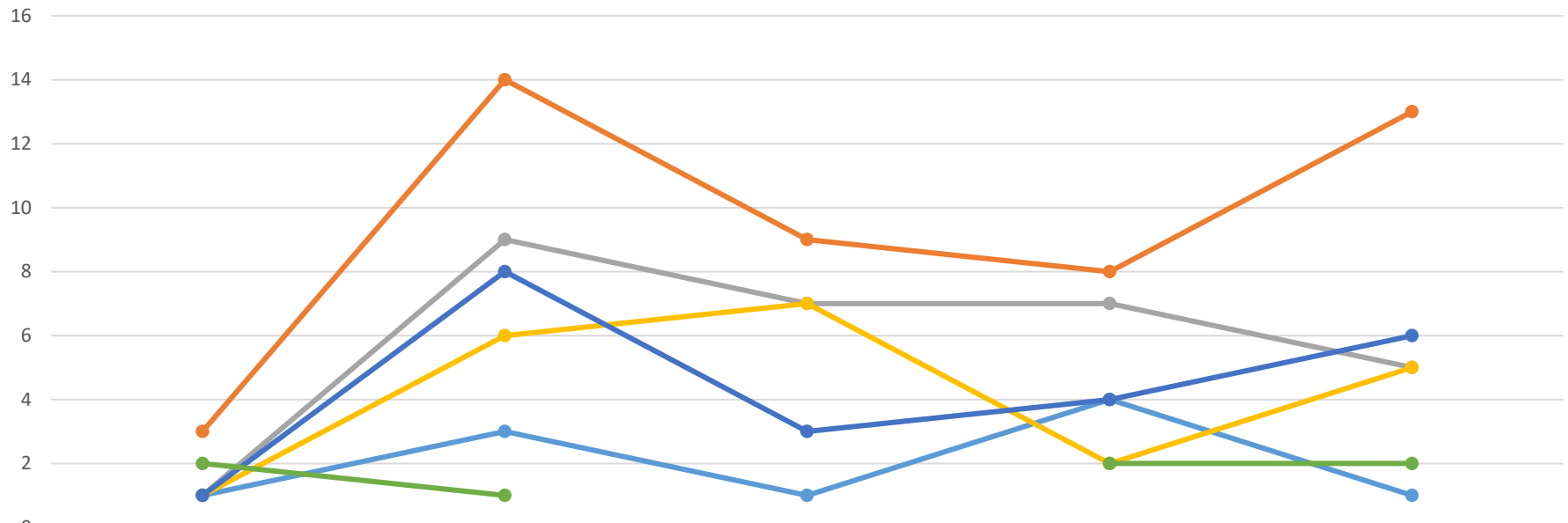

LIS

Enrollment Trends

	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
	9	55	37	35	59
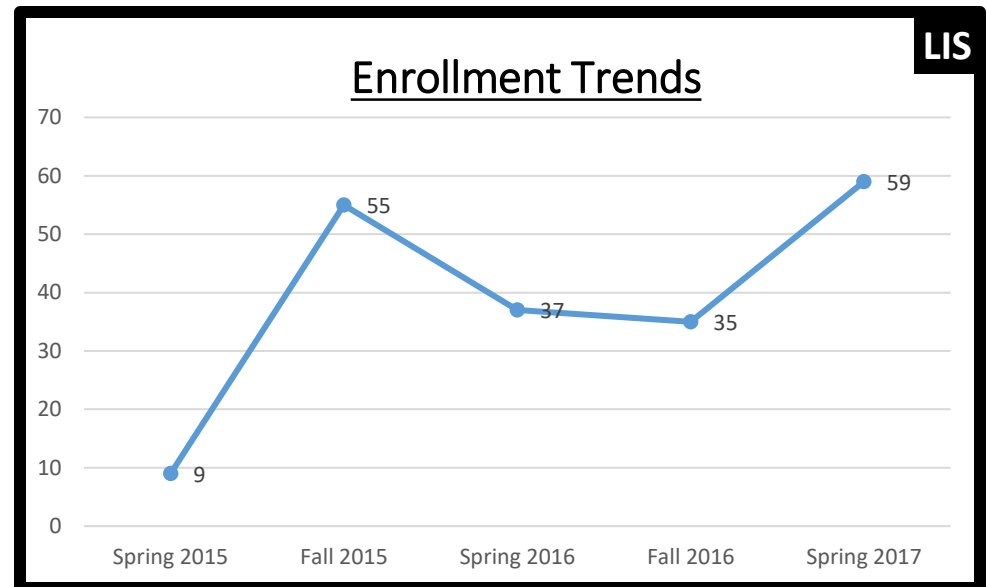
Enrollment Trends: Gender
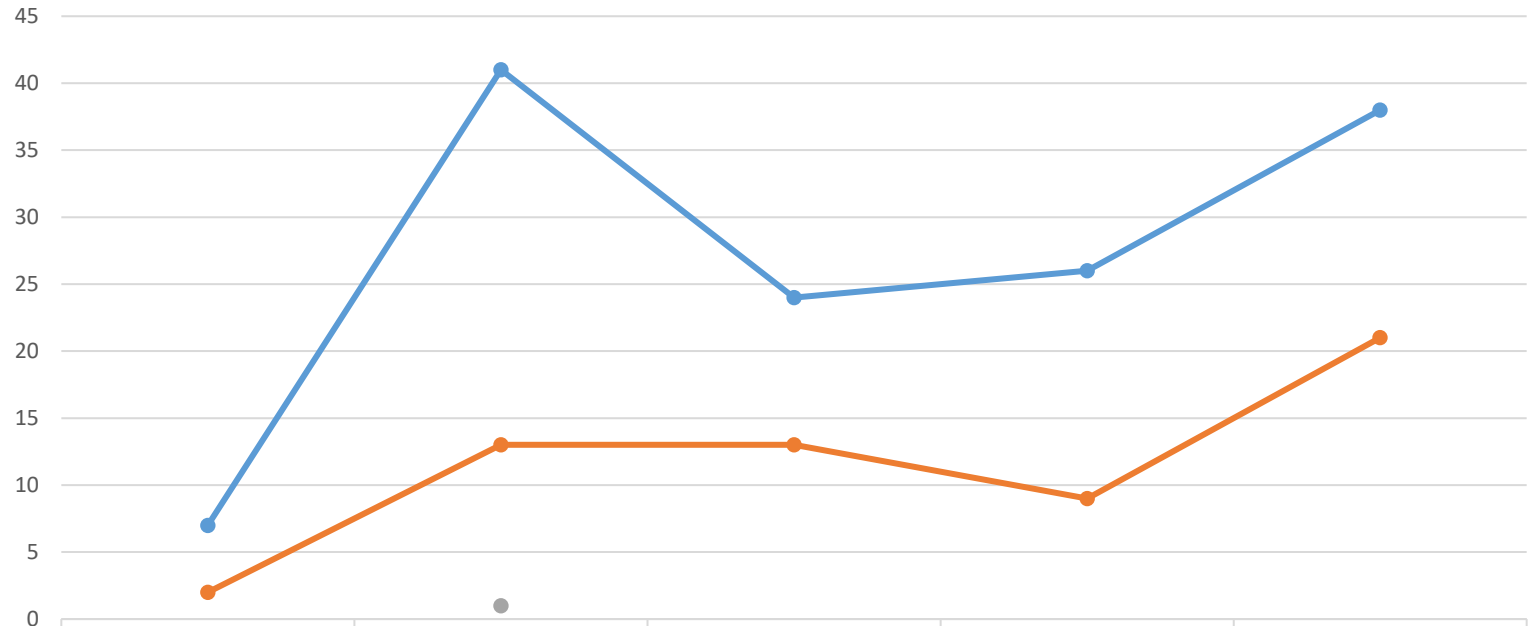
	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	7	41	24	26	38
Male	2	13	13	9	21
Unknown/Not Reported		1			

Enrollment Trends: Age

	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
16-18	1	3	1	4	1
19-24	3	14	9	8	13
25-29	1	9	7	7	5
30-34	1	6	7	2	5
35-54	1	8	3	4	6
55-64	2	1		2	2

Enrollment Trends: Race/Ethnicity
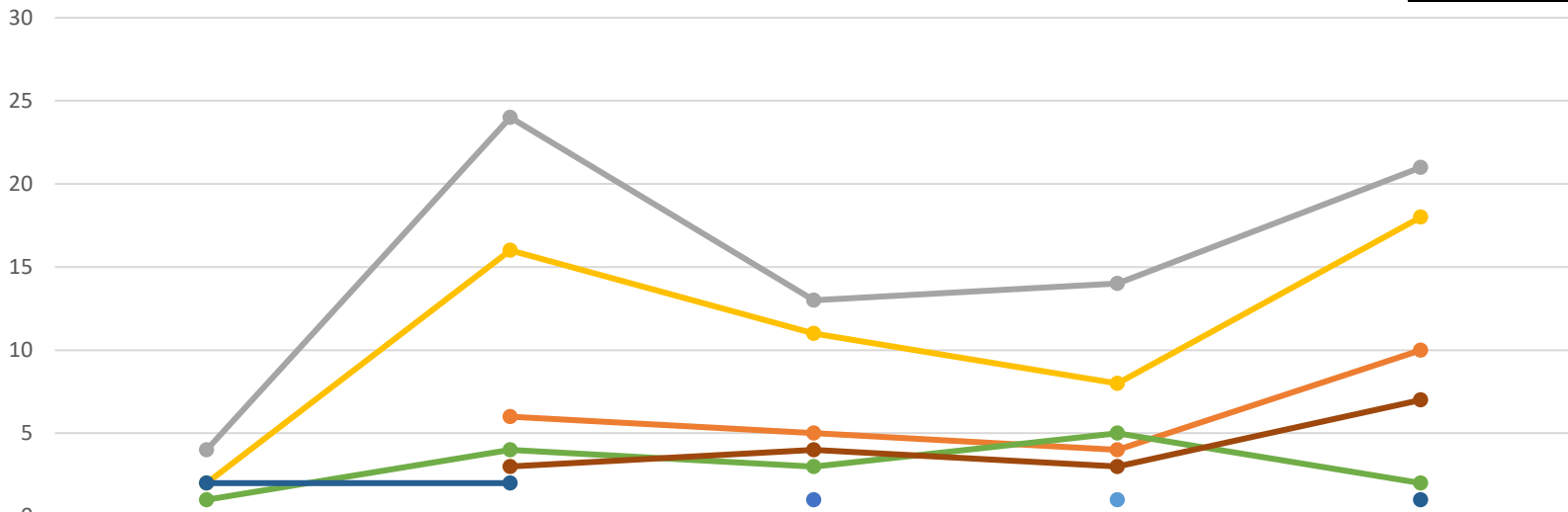
	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian				1	
Asian		6	5	4	10
Black / African American	4	24	13	14	21
Hispanic / Latino	2	16	11	8	18
Pacific Islander			1		
Two or More	1	4	3	5	2
Unknown / NR	2	2			1
White		3	4	3	7

Course Sections and Productivity: (Copy/paste tables from data file)

1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change)

The strong productivity achieved in spring 2016 was maintained in fall 2016. LIS 85's productivity of 17.50 surpassed Merritt's average productivity of 17.27. Unfortunately, with two sections being offered in spring 2017, productivity decreased to 14.75, below Merritt's average productivity of 15.75. Compared to fall 2015, however, the last time two sections were offered, productivity did increase slightly.

Fall 2015		Spring 2016		Fall 2016		Spring 2017	
# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
2	13.75	1	18.50	1	17.50	2	14.75
2	13.75	1	18.50	1	17.50	2	14.75

Student Success: (copy/paste the course retention and course (successful) completion tables)

1. **Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review**

   After a slight decline during the 2015-2016 academic year, course retention increased significantly from the fall 2016 to the spring 2017 semester. Likewise, course success increased significantly from fall to spring in 2016-2017.

Course Retention by Term — LIS

Course Success by Term — LIS
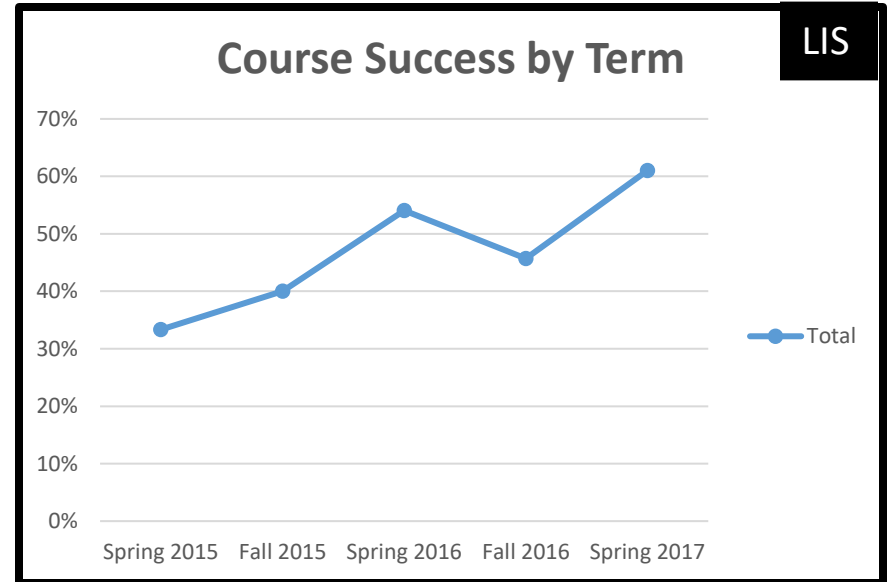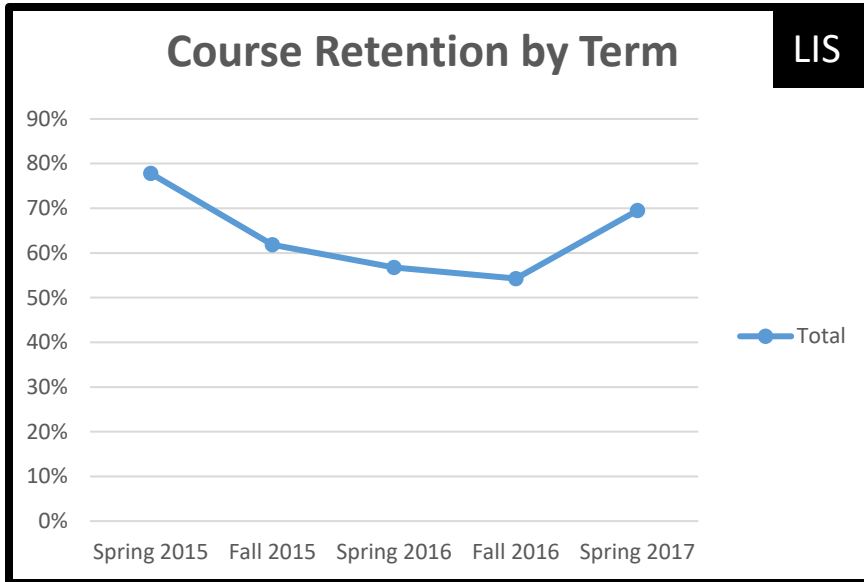
2. **Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)**

Course Enrollment: In common with the general population at Merritt, male students are underrepresented in LIS courses. Enrollment for males increased from 26% to 36% during the 2016-2017 academic year (see graph on p. 9).

Course Retention: A slight achievement gap between female and male students has gradually been closed from the 2015-2016 to 2016-2017 academic year. Otherwise, there are no apparent trends in course retention rates when disaggregated by age, race/ethnicity, or special populations.

Retention %				
Gender	**Fall 2015**	**Spring 2016**	**Fall 2016**	**Spring 2017**
Female	59%	54%	50%	68%
Male	69%	62%	67%	71%

Course Success: An achievement gap between female and male students during the fall 2015 semester has been closed. Otherwise, there are no apparent trends in course success rates when disaggregated by age, race/ethnicity, or special populations.

Success %				
Gender	**Fall 2015**	**Spring 2016**	**Fall 2016**	**Spring 2017**
Female	44%	54%	46%	61%
Male	23%	54%	44%	62%

Student Success in Distance Education/Hybrid classes versus face-to-face classes: (copy/paste the Distance Ed retention and course completion data here.)

1. **Describe any difference in the Retention and Success of face-to-face and distance education courses.**

   N/A (All LIS courses are currently online only.)

IV. Aligning Program Goals, Activities and Planning

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:
1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:
1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
Provide formal information literacy instruction via 2-3 LIS courses (offered both face-to-face and online) to support the College's institutional learning outcome in the area of information and computer literacy by fall 2017	2	4	1	The Library will begin offering LIS courses in both face-to-face and online formats in order to increase enrollment and course completion. The Library will collaborate with instructional faculty to pilot an embedded librarian program (with LIS 80) in research-intensive courses to support contextualized learning.	X	X	X	X		
Review and revise library SAOs to reflect continuing changes in how information is produced, disseminated, and utilized	2	4	1	The Library will conduct authentic assessment of library service outcomes in order to foster continuous quality improvement of learning support services for students.	X	X	X	X	X	X

Collaborate with Student Services to incorporate library orientation, consisting of a brief presentation or tour, into the existing matriculation process for new students by fall 2017.	2	4	1	Library orientation will make students aware of available learning support services that help to increase retention, completion, and student success.	X	X	X	X	X	X

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).

   a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

The Student Equity Plan, SSSP Plan, and Basic Skills Plans outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)	Math Course Completion	English Course Completion	Fall to Spring Retention	Basic Skills BS Math Course Completion	BS English Course Completion	BS ESL Course Completion	Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

*S = SSSP, E=EQUITY, B=BASIC SKILLS

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the *PLANNING* for 2017-2018.				
Problem, Achievement Gap or Observation (data)	**Activity/Intervention**	**Target Student Population**	**Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)**	**Relevant College Equity/SSSP/BS Goal**
Limited library operating hours prevented some students, particularly those taking evening and weekend courses, from accessing learning support resources and services.	Increased regular term operating hours from 51 hours/ week to 62 hours/week, including six hours on Saturday, and summer operating hours from 16 hours/week to 28 hours/ week	All students, including all disproportionately impacted populations, but particularly those with daytime obligations such as child care and work, which requires them to take evening or weekend courses	Increased access, retention, completion, degrees, certificates, and transfers	Student Equity: Access to and equity in college services

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

Additional resources are not necessary at this time, but, once these initiatives (and their accompanying grant funds) expire, the Library will need ongoing and regular funding to sustain its current operating hours.

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

Please report on the outcomes from 2016-2017 funding.				
Plan	**What was funded?**	**Was this part of a larger activity or initiative?**	**What need did this address?**	**What measurable outcome resulted in this funding?**
Student Equity	• Part-time librarians • Student assistants • Library books	No	The Library provides essential instructional support services to students, while also serving as a major hub of academic activity on campus. Beginning in fall 2015, library operating hours were extended in response to widespread student and faculty demand.	• 22.81% increase in total number of students checking out library books and materials • Male patrons increased 6.13% • African-American patrons increased 4.58% • Latino patrons increased 45.83%
SSSP				
Basic Skills				
Strong Workforce				

V. Curriculum and Assessment Status

Purpose: In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META,* and *Taskstream.*

Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
LIS 080	Introduction to Library Research		X	
LIS 085	Introduction to Information Resources	X		
LIS 200	Library Skills for College Students			X

Program Type	Program Name	2018-2019	2019-2020	2020-2021
N/A	N/A			

Student Learning and Service Area Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	**Learning Outcome Assessed**			
LIS 85	SLO 1. State/develop a research problem, question, or issue. SLO 3. Locate/retrieve information from an online catalog/databases /World Wide Web relevant to a research topic.	SLO 1. 77.3% successfully met the assessment criteria with grades of C or higher on the Broad Topic assignment. Subsequently, 81.8% successfully met the assessment criteria with grades of C or higher on the Keyword Development assignment. Only 56.1% of students scored a score of 15 or higher on the competency pre-test. Subsequently, 86.4% of students passed the post-test with a score of 15 or higher. SLO 3. Only 54.5% of students successfully met the assessment criteria by scoring a B or higher on the Annotated Bibliography final project. This low percentage is primarily due to students not completing the assignment in its entirety. However, 77.27% score a C or higher.	• Modifying the final to require a fewer of sources may help students in the long run and encourage them all to complete the assignment in its entirety. • Students need more practice using signal phrases to introduce sources. • Re-evaluate the material related to developing a research question…perhaps there is a way to make it easier for students to follow/understand.	Completed

Program	Service Outcome Assessed	Results	Changes Made (or to be made)	Status (Completed or planned date)
Library	SAO 1. *Resources*: Students have access to library information resources in various formats, which reinforce and supplement the college curriculum, programs, and courses.	The target of 80% student satisfaction (defined as a rating of "very" or "extremely") was not achieved for any aspect of library resources, indicating that many students do not find library materials generally adequate for their academic needs. In particular, timeliness of resources (Question 2) scored the lowest, with only 54.5% of students expressing satisfaction at being able to find books published within the past five years in the library.	The Library will increase the percentage of books and e-books published within the past five years from 3% to 5% of the total collection by the end of spring 2018. This will be accomplished through a combination of focused collection development of new print and electronic publications and weeding of older materials.	Ongoing May 2018

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

   The Library maintains an ongoing dialogue about SLOs and SAOs; assessment plans and results; and improvement plans during regular department meetings throughout the academic year. All librarians (both contract and part-time) and library technicians are invited to provide input about improvements based on outcomes assessment. These discussions are documented in department meeting minutes and notes.

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

	2016-2017	2017-2018	2018-2019
LIS 85	SLO 1 & 3	SLO 2 & 4	SLO 1 & 2
Library	SAO 1	SAO 2	SAO 3

VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

Purpose: In this section, certain programs or departments will answer questions specific to the program.

For Library Services:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	2015-2016	2016-2017	Explanation of Changes
Library Open Hours Per Week	62	62	
Library Visits			
Gate Count	85,342	84,166	
Library Circulation			
General	423	433	
E-Books	EBSCO 1,137 + GVRL 348 1,485	EBSCO 1,404 + GVRL 459 1,863	
Periodicals	448	57	The Periodicals Technician resigned in August 2016, and the position was not filled until May 2017.
Professional Development	57	14	
Reserves	9,179	7,177	
In-House	618	586	
Total	12,210	10,130	

	2015-2016	2016-2017	Explanation of Changes
Library Collections			
Materials Expenditures	$64,768	$90,649	The Acquisitions Technician resigned in January 2016, and the position was not filled until October 2016.
Print Books	46,400	44,000	Old and obsolete titles were weeded throughout the 2016-2017 academic year.
E-Books	69,890	87,480	By virtual of a subscription to EBSCO's *eBook Community College Collection*, additional e-books are continually made available to the Library. In addition, individual titles were also purchased for the *Gale Virtual Reference Library* collection.
Periodical Subscriptions	77	68	Some print periodical subscriptions were cancelled due to low usage.
Database Subscriptions	81	81	

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will documents new and repeat resource requests ***not covered by current budget***, and document the support of the request with data or evidence.

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Previously Requested? (yes/no)	Program Goal	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Certificated • 1.0 FTE Librarian (Public Services/ Student Equity) [RETIREMENT]	$55,000- $74,000	No	Student Success & Equity	Planned retirement in November 2018	Outreach to students, particularly disproportionately impacted populations
• 0.2 FTE Library Department Chair Reassigned/Release Time	$7,000	Yes	All goals	Parity with other departments	Library leadership needed to improve learning support services
Classified • ~~1.0 FTE Senior Library Technician [VACANCY]~~	~~$42,000~~	~~No~~		~~Current vacancy from resignation~~	Hired in May 2017
• 1.0 FTE Library Technician II	$39,000	Yes	Student Success & Equity	Extended hours and increased usage of library	Access to information and communications technologies and services that support student success
• 1.0 FTE Library/LC Network Coordinator	$58,000	Yes		Complexity of integrated library system, electronic resources, and electronic services	

*New faculty and staff requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Previously Requested? (yes/no)	Program Goal	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
• Computer/printer refresh • Wireless printing • L-301A presentation/ videoconferencing equipment	$50,000 $2,000 $5,000	Yes No No	All goals	SAO assessment data indicating that over 70% of students surveyed use library technology to complete coursework	Access to educational technologies to support course success

Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Previously Requested? (yes/no)	Program Goal	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
• Building security (elevator & security gate locks) • Lobby sound and weather insulation • ADA-compliant accessible workstations • Instructional lab	$4,000 $10,000 $7,500 $110,000	Yes No Yes Yes	Student Success & Equity Curriculum/ Instruction	Security for costly library materials and equipment Comfortable and quiet facility Accessibility for students with disabilities Space for face-to-face LIS classes and library orientations	Safe and comfortable library environment in which to study and learn

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Previously Requested? (yes/no)	Program Goal	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

Signatures

Discipline, Department or Program Chair

_____   _____   _____

Print name   *Signature*   *Date*

Dean

_____   _____   _____

Print name   *Signature*   *Date*