

Peralta Community College District
Annual Program Update Template 2013-2014
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

I. Overview			
BI Download:	10/23/2013 17:41	Dept. Chair:	Vacant
Subject/Discipline:	LIS	Dean:	S. Thompson
Campus:	MERR		
Mission Statement	The Merritt College Library strives to provide information sources and access to the human record in multiple formats, in direct support, of the current and lifelong learning needs of its students, faculty, and staff.		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	33	0	1	0	34
Census Enrollment F11	34	0	41	0	75
Census Enrollment F12	39	0	16	0	55
Sections F10	1	0	1	0	2
Sections F11	1	0	2	0	3
Sections F12	2	0	2	0	4
Total FTES F10	2.2	0	0	0	2.2
Total FTES F11	2.27	0	1.37	0	3.64
Total FTES F12	2.14	0	0.53	0	2.67
Total FTEF F10	0.13	0	0	0	0.13
Total FTEF F11	0.13	0	0.13	0	0.26
Total FTEF F12	0.2	0	0.13	0	0.33
FTES/FTEF F10	16.5	0	0	0	16.923
FTES/FTEF F11	17.03	0	10.27	0	14
FTES/FTEF F12	10.7	0	3.97	0	8.0909

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	28	0	0	0	28
Total Graded F11	32	0	40	0	72
Total Graded F12	39	0	16	0	55
Success F10	21	0	0	0	21
Success F11	24	0	24	0	48
Success F12	17	0	7	0	24
% Success F10	0.75	0	0	0	0.75
% Success F11	0.75	0	0.6	0	0.67
% Success F12	0.44	0	0.44	0	0.44
Withdraw F10	0	0	0	0	0
Withdraw F11	4	0	4	0	8
Withdraw F12	10	0	1	0	11
% Withdraw F10	0	0	0	0	0.0
% Withdraw F11	0.13	0	0.1	0	0.11
% Withdraw F12	0.26	0	0.06	0	0.2

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10		2.0	0	2.0	0
Contract FTEF F11	0		0.13	2.0	0.13
Contract FTEF F12	2.0	2.0	0.13	2.0	0.13
TEMP FTEF F10	1.6	0	0	.60	0
TEMP FTEF F11	0	0	0	.67	0
TEMP FTEF F12	0	.6	0	.83	0
Extra Service FTEF F10	0.13	0	0	0	0.13
Extra Service FTEF F11	0.13	0	0	0	0.13
Extra Service FTEF F12	0.2	0	0	0	0.2
Total FTEF F10	0.13	0	0	2.6	0.13
Total FTEF F11	0.13	0	0.13	2.67	0.26
Total FTEF F12	0.2	0	0.13	2.83	0.33
% Contract/Total F10	0	0	0	77%	0.0
% Contract/Total F11	0	0	1	72%	0.5
% Contract/Total F12	80%	77%	1	71%	0.3939

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Library students with materials resources in the areas of Administration of Justice, Child Development, and Nursing. Nursing students tend to use databases and reference services; Administration of Justice and Child Development use reserve textbooks and services.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

Support students in basic skills pertaining to reserve material access, instruction and access to reference materials and circulating collections; support transfer students with higher level research, particularly in the area of in-house and remote access to library databases.

VI. Course SLOs and Assessment

	Fall 2013
Number of active courses in your discipline	NA
Number with SLOs	NA
% SLOs/Active Courses	NA
Number of courses with SLOs that have been assessed	NA
% Assessed/SLOs	NA
Describe types of assessment methods you are using For library services, MC Library Competency Questionnaire For bibliographic instruction, Perceived Teaching Effectiveness Assessment	
A. Composite Student Profile 1. Female, 20s, African-American, Full-time, Transfer B. Top 5 Majors 1. Nursing (13%), Child Development (11%), Other (11%), Administration of Justice (9%), Business (7%) C. Top 5 Library Resources/Services 1. Computers & Printers (88%), Reserve Textbooks (68%), Study Space (61%), Photocopiers (53%), Reference Books (39%) D. Library Skills Findings 1. Students most familiar with policies and procedures for services they use most frequently. 2. Students scored poorly on questions about research methods and library search tools. E. Library Staff Service 1. Students overwhelmingly positive about interactions with staff and faculty. a. NT noted that results may be biased by proximity of staff while students filled out surveys.	
Describe how assessment results and reflection on those results have led to improvements. For bibliographic instruction, lectures being held in hands-on computer laboratory; introduced library competency questionnaire. For library service areas, marketing, remote authentication (distance education students) supported. For next cycle, recommendations were reprioritized to link with areas of greatest need to support student access and learning concerning use of library materials in all formats.	

VII. Program Learning Outcomes and Assessment

	Fall 2013
Number of degrees and certificates in your discipline	NA
Number with Program Learning Outcomes	4
Number assessed	4
% Assessed	NA

Describe assessment methods you are using
MC Library Competency Questionnaire

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

Library's outcomes linked to ILO of Computer and Information Literacy.

These include:

- 1) Student will demonstrate familiarity with library policies and procedures for checking out reserve course materials.
- 2) Student will identify, access, evaluate, and cite appropriate information sources in both print and electronic format for course assignments or research papers.
- 3) Student will differentiate, locate, and access periodical materials in the library.
- 4) Student will utilize applicable computer hardware and software to obtain, manipulate, and duplicate/store information.

Students were most successful with policies/procedures most frequently used services. Students overall were less successful concerning questions about research methods and library search tools. Assessment evidences increasing need for library instruction as students were overall weaker on information literacy questions.

In review of the data, it was suggested to revise the questionnaire to gather more information regarding service learning outcomes for the next cycle.

VIII. Strategic Planning Goals

<p>Check all that apply.</p> <ul style="list-style-type: none"><input type="checkbox"/> Advance Student Access, Success & Equity<input type="checkbox"/> Engage our Communities & Partners<input type="checkbox"/> Build Programs of DistinctionX <input type="checkbox"/> Create a Culture of Innovation & Collaboration<input type="checkbox"/> Develop Resources to Advance & Sustain Mission	<p>Describe how goal applies to your program.</p> <p>In order to establish and retain a culture of innovation and collaboration that will assist student learning and support student persistence and retention, this goal relates to the Library's areas of updated technology, development of print and digital collections, onsite and remote access to these collections, as well as assistance, instruction, and technical support pertaining to a variety of information sources in multiple formats.</p>

IX. College Strategic Plan Relevance

<p>Check all that apply</p> <ul style="list-style-type: none"><input type="checkbox"/> New program under developmentX <input type="checkbox"/> Program that is integral to your college's overall strategy<input type="checkbox"/> Program that is essential for transfer<input type="checkbox"/> Program that serves a community niche<input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.<input type="checkbox"/> Other

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

Obtain 1.0 FTEF Instruction Librarian position

Continue library information flyer, particularly with reserve texts information and resource information beyond textbooks.

Obtain 1.0 FTE Evening Library Technician to support parity of service for evening students

Plan for TCO model for computer/software/network upgrade(s).

Revise current assessment tool to gather missing data to improve service learning outcomes.

[Advocate for hands-on classroom in newly remodeled L Building

Circulating print collection updating project (multi-year)

Reference print collection updating project

Library instruction/basic skills component

Augment staffing to support student services, instruction, and success]

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

Part-time (reference) librarians (Academic Year) SLO assessment reveals increasing need for instruction as students performed marginally on information literacy questions.

Instruction Librarian (1.0 FTEF) SLO Assessment reveals increasing need for instruction as students performed marginally on information literacy questions.

Evening Library Technician (1.0) Support parity of service for evening students.

Student Assistants (.5 FTE/20 hours) Backfill permanent classified when on committee assignments; provide support for reserve textbooks, computers, and photocopying.

Library Network/IT Coordinator (.5) 88% of students indicated computer usage as most common library service; provide support for library computers, GoPrint, and wireless networking.

Chair release time. Parity with other departments; no release allocated in past decade.

Please describe and prioritize any **equipment, material, and supply** needs.

Reserves (Texts/Print) \$8K (As noted in survey one of most heavily used resources in library; no current line item in budget for FY 2013.)

Periodicals (Print) \$7K (Survey suggests that students need greater access to scholarly materials to support research)

Supplies (Reprographics) \$3K (Photocopiers and computer printing heavily used by students)

Books (Print/ Circulation and reference) \$50K (Library has not purchased circulating books for the past three years while remodelling project has been extended; collection needs updating)

Please describe and prioritize any **facilities** needs.

Enclosed instructional area \$TBD (Support in-house instruction)

Projector and ceiling mounting for instructional area \$TBD (Support in-house instruction)