



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

## Library/LIS 2020-2021 Annual Program Update

### I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

*Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.*

*If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning ([npellegrin@peralta.edu](mailto:npellegrin@peralta.edu)).*

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols ([anichols@peralta.edu](mailto:anichols@peralta.edu))

Division 2 – Laura Forlin ([lforlin@peralta.edu](mailto:lforlin@peralta.edu))

Division 3 – Heather Casale ([hcasale@peralta.edu](mailto:hcasale@peralta.edu)).

If you have questions regarding the curriculum section, please contact Nghiem Thai ([nthai@peralta.edu](mailto:nthai@peralta.edu)), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

### **Merritt College Institution-Set Standards 2020-2021**

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

## College Profile

### Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
<b>Gender</b>			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
<b>Race/Ethnicity</b>			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
<b>Age</b>			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

### Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
<b>Gender</b>			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
<b>Race/Ethnicity</b>			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
<b>Age</b>			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

*\*Includes 'EW' grades*

## II. Program Overview

### Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College 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.

### Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
Christana Forlastro	Staff	FT
James Gordon	Staff	FT
Angela Kimble	Staff	PT
Esperiza Kimble	Staff	FT
Nghiem Thai	Faculty	FT
Adoria Williams	Faculty	FT
Amelie Brown	Faculty	PT
Juliet Griffith	Faculty	PT
Francis Howard	Faculty	PT
Martin McGinn	Faculty	PT
Marianne Morgan	Faculty	PT
David Reed	Faculty	PT
Sarah Rosenkrantz	Faculty	PT
Karen Sasamoto	Faculty	PT

### III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

<u>Peralta District Strategic Goals</u>	
P1.	Advance student access, equity, and success.
P2.	Engage and leverage partners.
P3.	Build programs of distinction.
P4.	Strengthen accountability, innovation, and collaboration.
P5.	Develop and manage resources to advance our mission.

<u>Merritt College Strategic Goals</u>	
M1.	<b>Completion</b> - Increase number of degrees and certificates by 20% over the next 5 years.
M2.	<b>Transfer</b> - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
M3.	<b>Time to Completion</b> - Reduce the number of excess units earned by students.
M4.	<b>Employment</b> - Maintain at least 82% of students attaining employment in the field of study.
M5.	<b>Equity</b> - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
Hire a permanent, full-time librarian to fill a vacancy from retirement by August 2019	C	Equity	Advance student access, equity, and success	Adoria Williams hired as permanent, full-time, tenure-track librarian in January 2020 to fill the vacancy from Eva Ng-Chin's retirement in December 2018

Hire a permanent, part-time Library Technician II to maintain evening and Saturday hours by August 2019	C	Equity	Advance student access, equity, and success	Angela Kimble hired as permanent, part-time Library Technician II in November 2019
Implement a new statewide library services platform (LSP) called ExLibris Alma/Primo to integrate and manage library activities by January 2020	IP	Equity	Develop and manage resources to advance our mission	

#### **IV. Facilities Utilization**

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

The Library consists of approximately 17,000 square feet of space on the second and third floors of the L Building. The second-floor lobby of the main entrance includes public restrooms; an elevator down to the Learning Center on the first floor; a bulletin board, information display monitor, and brochure rack; and a two-corridor electromagnetic security gate. The second floor contains the circulation/reserves, periodicals, and reference desks; current periodical display racks, closed periodical stacks, open reference book stacks, and new book display shelves; 24 computer workstations and 12 study tables; copying/printing room; browsing/lounge area; and archival room. The third floor houses open general book stacks; three group study rooms; over 50 individual study carrels; three faculty/staff offices; a storage room; and employee restrooms. In total, the library provides seating for about 170 students and workstations for 10 employees.

The Learning Center, which occupies the first floor of the L Building, is a separate department and service area from the Library, with its own operating hours. Along with the frequently malfunctioning automatic sliding doors on the first and second floors, the different operating hours make it extremely difficult to control and monitor building access and security.

It should be noted that the main office on the third floor has been used by the administration to accommodate staff from the President's Office, the Office of Instruction, and the Division I Office over the past three years. Should the Library hire additional librarians or library technicians, workstations assigned to non-library staff may need to be vacated.

The Library lacks a dedicated computer lab/smart classroom that would allow librarians to conduct face-to-face classes, orientations, and workshops on the premises. Instead, librarians must reserve the Learning Center computer lab in L132 to provide students with hands-on instruction in accessing and searching online library resources. As print journals, magazines, and newspapers have increasingly been supplanted by electronic databases, the periodicals area (L-231) could be remodeled to accommodate a small computer lab. Potential funding could come from the recently approved Measure G, Peralta's \$800 million general obligation bond proposal to upgrade aging classrooms, technology, science labs.

Due to the COVID-19 pandemic, the Library has been closed to students since mid-March 2020. As of October 2020, the automatic front doors have not been replaced, despite promises from college administration.



## V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

### APU Data Dashboards:

- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

*For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.*

*For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.*

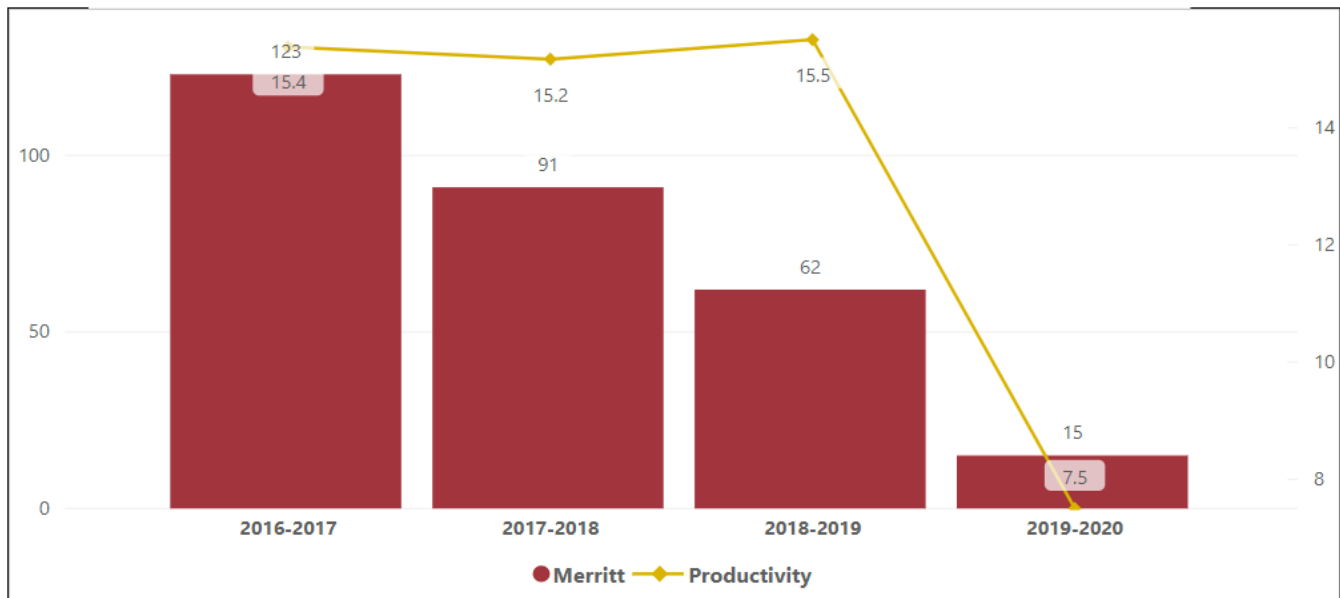
Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

The Library currently offers only one Library Information Studies (LIS) course, LIS 085: Introduction to Information Resources. LIS 085 has been taught as an eight-week, late-start, online course since spring 2015. Over the years, enrollment has declined from a high of 8.19 FTES (or 123 students) in 2016-17 to 1.00 FTES (or 15 students) in 2019-20. Despite attempts to collaborate with faculty teaching courses involving research assignments, filling just one

section each term has remained a challenge. Given this declining enrollment pattern, there does not appear to be significant student demand for LIS 085. However, in collaboration with faculty, LIS 85 could be offered as a First Year Experience course to help students prepare for the transition from high school to college and to assist with the development of information literacy and critical thinking skills.

We are also implementing LIS 511, 512, and 513, three noncredit courses leading to a Certificate of Completion in Research Skills. These courses are a series of three two-hour workshops on basic information literacy concepts and general library research.



Academic Year	Term	Campus	Census Enrollmnt	FTES	FTEF	Productivity
2016-2017	Fall	Merritt	35	2.33	0.13	17.5
2016-2017	Spring	Merritt	59	3.93	0.27	14.8
2016-2017	Summer	Merritt	29	1.93	0.13	14.5
2017-2018	Fall	Merritt	61	4.07	0.27	15.3
2017-2018	Spring	Merritt	30	2.00	0.13	15.0
2018-2019	Fall	Merritt	35	2.33	0.13	17.5
2018-2019	Spring	Merritt	27	1.80	0.13	13.5
2019-2020	Fall	Merritt	15	1.00	0.13	7.5

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

## SLO and PLO Assessment

There are four active Library Information Studies courses and one active program:

- LIS 085: Introduction to Information Resources
- LIS 511: Research Skills I
- LIS 512: Research Skills II
- LIS 513: Research Skills III
- Research Skills Certificate of Competency

LIS 085 has four SLOs, which have been continuously assessed over the past three years.

Fall 2017: SLOs # 2 and 4

Fall 2018: SLOs # 1 and 3

SLOs # 2 and 4 are being assessed again this semester.

LIS 511, 512, and 513 and the corresponding Research Skills certificate of competency have not been offered yet, so have not been assessed.

## SAO Assessment

The Library has three SAOs:

1. **Resources**  
Students have access to library information resources in various formats, which reinforce and supplement the college curriculum, programs, and courses.
2. **Services**  
Students receive accurate, professional, and timely assistance at library service points, both in person and online.
3. **Technology**  
Students receive adequate support in using information technologies to complete their coursework.

SAO # 1 and 2 were assessed in 2016-17 and 2017-18, respectively. SAO # 3 is being assessed this semester, using an [online Microsoft 356 form](#) posted on the library website.

Assessments						
<input type="checkbox"/> My Proposals <span>College ▾</span> <span>Organization ▾</span> <span>Proposal Type ▾</span> <span>Status ▾</span> <span>Sort Options</span> <span>Export</span>						
<input type="text" value="lis 85"/> <span>Search</span>						
Institution	Department	Title	Type	Status	Reports	
▶ MC	M - Library	LIS 85 Fall 2017 SLO 2	MC Assessment 1 - SLO Assessment	Active		
▶ MC	M - Library	LIS 85 Fall 2017 SLO 4	MC Assessment 1 - SLO Assessment	Active		
▶ MC	M - Library	LIS 85 Fall 2018 SLO 1	MC Assessment 1 - SLO Assessment	Active		
▶ MC	M - Library	LIS 85, Fall 2018, SLO 3 - Williams	MC Assessment 1 - SLO Assessment	Active		

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

#### **SLO Assessment**

Since 2017, students enrolled in LIS 85 have improved their overall level of information competency knowledge from the start to the end of the semester. We measure this by administering a comprehensive 20-question pre-test at the start of the semester and a 20-question post-test at the end. The pre-test sets a baseline to determine students' prior knowledge about information resources, while the post-test assesses the skills they acquired during the course itself. The primary goal is that 70% of students who complete the course will pass the post-test with a score of 70% or higher. We exceeded our goal by 8.5%. We also compared % improvement between pre and post-test scores to demonstrate overall improvement. The average pretest score was 61% and the average post-test score was 77% which met our goal of a 15% gain. The average number of students achieving a passing score of 70% or higher was 41% on the pre-test vs 75% on the post-test, a +33% gain. While the course has met expected results, our percent improvement has declined due to the steady decline in enrollment in the course.

#### **SAO Assessment**

See the attached SAO assessment reports for 2016-17 and 2017-18. The Library's third SAO is being assessed this semester, and the results shall be used to improve access to and support in using information technologies for students.

**The following item is for instructional programs only**

Discuss how your PLOs align with the [ILOs](#).

The three PLOs for the Research Skills Certificate of Competency have been mapped to Merritt's ILOs as indicated below.

1. Apply information literacy skills to academic, professional, and personal life.  
→ Information and Computer Literacy
2. Complete a basic research project from topic development to information source selection, evaluation, and citation.  
→ Information and Computer Literacy
3. Analyze, synthesize, and apply information practically and ethically.  
→ Critical Thinking  
→ Information and Computer Literacy  
→ Civic Engagement and Ethics

## VI. Curriculum

*Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.*

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7<sup>th</sup> Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

### **Curriculum Review**

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

**Modifications**

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

<b>Course Number</b>	<b>Course Title</b>	<b>Reviewer</b>
	No course due for curriculum review in 2019-20	

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

<b>Program Title</b>	<b>Program Type</b>	<b>Reviewer</b>
No program due for review in 2019-20		

**Deactivations**

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
	n/a	

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
n/a		

**Curriculum Improvement**

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities, or educational resources and technologies.**

n/a
-----

## Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

<b>Title</b>	<b>Description</b>	<b>Justification</b>	<b>Anticipated Effective Term</b>
n/a			

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

<b>Title</b>	<b>Description</b>	<b>Justification</b>	<b>Anticipated Effective Term</b>
n/a			

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.



**VII. Funded Resources**

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

<b>Brief description of resource request</b>	<b>Was request funded? (Yes or No)</b>	<b>Funding Source (Specify Fund or Grant)</b>	<b>Total Award Amount</b>	<b>Outcome/Accomplishment</b>

## VIII. Resource Requests

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

### Personnel Resource Requests

<b>Personnel Sub-Category</b> (Full-Time or Part-Time Faculty, Classified, Student Worker)	<b>Description/Justification</b>	<b>Percent Time</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>	<b>Priority Rank</b> (1=Highest priority)	<b>COVID-19 Related</b> (Yes/No)
Full-Time Faculty	Permanent librarian to fill the vacancy from Timothy Hackett's retirement in December 2019	100%	\$65,000	\$40,000	\$105,000	1	No
Part-Time Faculty	Hourly librarians to provide library services 62 hours/week and to maintain extended evening and Saturday hours	Varied	\$100,000	\$7,000	\$107,000	2	No

## Resource Requests (Non-Personnel)

### Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Facilities	<p><b>Library Computer Lab</b></p> <p>The Library lacks a dedicated computer lab/smart classroom that would allow librarians to conduct face-to-face classes, orientations, and workshops on the premises. Instead, librarians must reserve the Learning Center computer lab in L-132 in order to provide students with hands-on instruction in accessing and searching online library resources. As print journals, magazines, and newspapers have increasingly been supplanted by electronic databases, the periodicals area (L-231) could be remodeled to accommodate a small computer lab.</p>	\$145,000	2	No
Facilities	<p><b>Library Access and Security</b></p> <p>The automatic front doors leading to the Library on the second floor of Building L have not worked properly for years and have been out-of-order since July 2019. They need to be replaced. In addition, a lock needs to be installed inside the roll-down security gate to allow library staff to secure the facilities when the library is closed, but they are still working inside.</p>	\$14,000	1	No

<b>Resource Category</b> (select from above list)	<b>Description/Justification</b>	<b>Total Estimated Cost</b>	<b>Priority Rank</b> (1=Highest Priority)	<b>COVID-19 Related (Yes/No)</b>
Library Collections	<p><b><i>Library Books and Materials</i></b></p> <p>The Measure G \$800 million bond proposal project list includes Furniture, equipment, and library materials, including, but not limited to, library digital resources (see ballot measure, p. 13). Merritt has requested \$200,000 annually for the ten-year life of the bond to update its library collections</p>	\$200,000	1	No
Service Contract	<p><b><i>Printing and Copying Equipment</i></b></p> <p>The Library provides printing and copying services to students through equipment leases and service contracts with ITC Systems and Ricoh. The revenue generated from collected fees are not enough to cover the cost of this service.</p>	\$10,000	1	No
Software	<p><b><i>Library Services Platform</i></b></p> <p>The systemwide Library Services Platform (LSP) was not funded in the 2020-21 state budget. Starting January 2021, colleges must pay for annual subscriptions for the LSP (Alma/Primo).</p>	\$10,000	1	Yes
Technology & Equipment: New	<p><b><i>Staff Computer and Printer Refresh</i></b></p> <p>Library staff computers and printers have not been replaced since 2014.</p>	\$15,000	2	No

**IX. Participants**

Please provide the list of members who participated in completing this program review.

Nghiem Thai James Gordon Adoria Williams
--

**Thank you for your time and effort in completing the Annual Program Update!**

# **Merritt College Library**

## **Service Area Outcome Assessment 2016-2017**

### **Introduction**

The Library established student learning outcomes (SLOs) for library services in 2011-2012, but never addressed service area outcomes (SAOs). Now that Library Information Studies (LIS) courses are being offered, we have been advised by Division I Assessment Coordinators to differentiate between SLOs and SAOs in our assessments. As a result, library and information literacy instruction shall be assessed through course SLOs, while library resources and services shall be assessed through SAOs.

### **Service Area Outcomes (SAOs)**

**Resources:** Students have access to library information resources in various formats, which reinforce and supplement the college curriculum, programs, and courses.

**Services:** Students receive accurate, professional, and timely assistance at library service points, both in person and online.

**Technology:** Students receive adequate support in using information technologies to complete their coursework.

### **SAO Being Assessed in 2016-2017**

**Resources:** Students have access to library information resources in various formats, which reinforce and supplement the college curriculum, programs, and courses.

### **Assessment Participants**

Nghiem Thai (lead), Timothy Hackett, Eva Ng-Chin, Armando Cerroblanco, James Gordon, and part-time librarians and staff

### **Assessment Timeline**

1. Planning – September-October 2016
  - a. Establish SAOs
  - b. Develop survey instrument

2. Execution – November-December 2016
  - a. Distribute survey
  - b. Collect usage statistics
3. Analysis – January 2016
  - a. Compile results
  - b. Analyze results
  - c. Develop actionable improvement plan
4. Action Plan – February 2017
5. Status Update – May 2017

### Assessment Methods

- The assessment tool is a two-part survey with a section of demographic questions and a section of Likert-scale questions modeled after the Noel Levitz Student Satisfaction Inventory, asking students to rate the importance of and their satisfaction with library resources.
- The survey will be distributed in the library and individual classes during the months of November and December 2016.

### Assessment Results

Target: 80% student satisfaction (defined as a rating of “very” or “extremely”) with library resources

#### Summary of Results

A total of 131 students responded to the survey.

Respondent Demographics			
Category	Value	Count	Percentage
<b>Gender</b>	Female	85	65.9
	Male	43	33.3
	Non-Binary	1	0.8
<b>Age</b>	19-24	57	44.5
	25-29	24	18.8
	35-54	19	14.8
	30-34	13	10.2
	16-18	10	7.8
	55-64	4	3.1
	< 16	1	0.8

<b><i>Ethnicity</i></b>	Latino	41	33.1
	African-American	27	21.8
	Asian/Pacific Islander	22	17.7
	White	19	15.3
	Two or more races	9	7.3
	Filipino	5	4.0
	Other	4	3.2
	Native American	2	1.6
<b><i>Matriculation Status</i></b>	Continuing	74	59.7
	First-time	31	25.0
	Returning	9	7.3
	Transferring in	9	7.3
	High school	1	0.8
<b><i>Enrollment Status</i></b>	Full-time	65	53.3
	Part-time	57	46.7
<b><i>Educational Goal</i></b>	Transfer to four-year college	81	64.30
	Acquire, maintain or improve job skills	13	10.3
	Earn degree without transfer	12	9.5
	Other	12	9.5
	Educational development	11	8.7
	Earn certificate without transfer	10	7.9
	Improve basic skills	6	4.8
	Four-year college student taking courses	3	2.4
	Undecided	2	1.6
	Earn high school diploma/GED	1	0.8
<b><i>Program or Major</i></b>	Child Development	35	28.7
	Other	18	14.8
	Business	9	7.4
	Nursing	9	7.4
	Biology	6	4.9
	Health Sciences	6	4.9
	Undecided	6	4.9
	Psychology	5	4.1
	Administration of Justice	3	2.5
	Kinesiology	3	2.5
	Bioscience	2	1.6
	Computer Information Systems	2	1.6
	Environmental Management & Technology	2	1.6
	Social & Behavioral Sciences	2	1.6
	Sociology	2	1.6
	African-American Studies	1	0.8



	Anthropology	1	0.8
	Asian & Asian-American Studies	1	0.8
	Communication	1	0.8
	Community Social Services	1	0.8
	Economics	1	0.8
	Health Professions & Occupations	1	0.8
	Landscape Horticulture	1	0.8
	Mathematics	1	0.8
	Natural Sciences	1	0.8
	Radiologic Science	1	0.8
	Real Estate	1	0.8

Note: The demographic data is somewhat skewed, because the survey was administered to multiple Child Development classes, which tend to have more female and/or Latino students.

Usage of Library Resources		
Type	Count	Percentage
Research databases	63	53.4
Reserve textbooks	63	53.4
Print circulating books	47	39.8
Electronic books	33	28.0
Reference books	32	27.1
Print periodicals	31	26.3

Satisfaction with Library Resources	
Question	%
1. I can find the information resources that I need for my courses in the library.	63.5
2. I can find library materials published within the past 5 years in the library.	54.5
3. I can find enough information resources for my assignment.	63.4
4. Library resources are at the right level (not too basic or advanced) for my needs.	59.1
5. I prefer to use library materials in print (56.9%) <i>or</i> electronic (43.1%) format because:	60.8

Note: The result for Question 5 is an average of responses to eight different aspects of format preference: accessibility, usability, searchability, time, convenience, reliability, and "other" (free-form response).

### Analysis of Results

The survey questions addressed student satisfaction with five characteristics of library resources, which coincide with five of the nine selection criteria specified in the library collection development policy:

- Relevance to the curriculum and appropriateness to the user
- Timeliness and lasting value of material
- Depth of current holdings in the same or similar subject

- Presentation: style, clarity, appropriate reading level
- Accessibility in physical and/or online formats

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.

Needless to say, the Library must improve the quality of its materials in order to effectively support the information needs of students. The most pressing issue, as identified by the data and anecdotal experience, remains the overall age of the collections. The majority of books were acquired during the periods 1960-1979 and 2000-2009, amounting to 44% and 29% of the total, respectively. Currently, of the Library’s 65,629 books and e-books, only about 3% (or 1,905 volumes) are titles published within the past five years.

## **Action Plan**

### Description of Action Plan

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.

### Implementation Timeline

Spring 2017 – Spring 2018

### Parties Responsible

Eva Ng-Chin, Nghiem Thai, Timothy Hackett, James Gordon, and part-time librarians

### Associated Funding

Continued allocation of \$34,000 (approximately 2% of the college discretionary budget) for regular and sustained library collection development

### Expected Outcome

Students will be able to find and use more current library materials that contain accurate and up-to-date information to support their learning.

### **Status Update**

As of spring 2018, the library has successfully implemented this action plan.

## Merritt College Library Service Area Outcome Assessment 2017-2018

### Introduction

The Library established student learning outcomes (SLOs) for library services in 2011-2012, but never addressed service area outcomes (SAOs). Now that Library Information Studies (LIS) courses are being offered, we have been advised by Division I Assessment Coordinators to differentiate between SLOs and SAOs in our assessments. As a result, library and information literacy instruction shall be assessed through course SLOs, while library resources and services shall be assessed through SAOs.

### SAO Being Assessed in 2017-2018

**Services:** Students receive accurate, professional, and timely assistance at library service points, both in person and online.

### Assessment Participants

All library staff

### Assessment Timeline

September 14, 2017, 10:00 a.m.	Planning Meeting (Present: Armando Cerroblanco, Christana Forlastro, Jim Gordon, Tim Hackett, Marianne Morgan, Eva Ng-Chin, Nghiem Thai)
September 2017	Assessment Instrument
October-December 2017	Survey Distribution
January 2018	Results Compilation
February 1, 2018, 10:00 a.m.	Results Discussion Meeting (Present: Christana Forlastro, Jim Gordon, Tim Hackett, Marianne Morgan, Eva Ng-Chin, Nghiem Thai)
February-May 2018	Improvement Plan Implementation
May 2018	Status Update

### Assessment Methods

- The assessment instrument is a brief survey with five student demographic questions, five Likert-scale questions on student experiences with five key services (circulation, reference, study space, website, and orientation), and an open-ended comments question.

- The survey was distributed to students in the library, in randomly selected classrooms, and online during the months of October-December 2017.

### Assessment Results

Target: 80% student satisfaction with library resources (defined as a rating of “strongly agree” or “agree”)

### Summary of Results

A total of 342 students responded to the survey. Nine (or less than 3%) of responses were online.

<b>Student Demographics</b>			
<b>Category</b>	<b>Value</b>	<b>Count</b>	<b>%</b>
<b>Gender</b>	Female	237	70.1
	Male	101	29.9
	<i>Total Responses</i>	338	100.0
<b>Age</b>	20-24	100	29.6
	< 20	75	22.2
	25-29	66	19.5
	30-39	57	16.9
	40-49	20	5.9
	≥ 50	20	5.9
	<i>Total Responses</i>	338	100.0
<b>Ethnicity</b>	African-American	96	29.4
	Latino	94	28.8
	Asian/Pacific Islander	46	14.1
	White	41	12.6
	Two or more races	30	9.2
	Other	10	3.1
	Filipino	8	2.5
	Native American	1	0.3
	<i>Total Responses</i>	326	100.0
<b>Enrollment Status</b>	Full-time	205	62.3
	Part-time	124	37.7
	<i>Total Responses</i>	329	100
<b>Program or Major</b>	Nursing	91	28.5
	Child Development	32	10.0
	Business	26	8.2
	Health Sciences	23	7.2
	Other	20	6.3
	Undecided	13	4.1

Administration of Justice	12	3.8
Medical Assisting	12	3.8
Psychology	9	2.8
Sociology	9	2.8
Communication	8	2.5
Radiologic Science	8	2.5
Biology	7	2.2
Counseling	6	1.9
Anthropology	4	1.3
Social & Behavioral Sciences	4	1.3
African-American Studies	3	0.9
Computer Information Systems	3	0.9
Natural Sciences	3	0.9
Paralegal Studies	3	0.9
Art	2	0.6
Chemistry	2	0.6
Community Social Services	2	0.6
Health Professions & Occupations	2	0.6
Liberal Arts	2	0.6
Nutrition & Dietetics	2	0.6
Real Estate	2	0.6
Bioscience	1	0.3
Emergency Medical Technician	1	0.3
English	1	0.3
Environmental Management & Technology	1	0.3
Geology	1	0.3
Kinesiology	1	0.3
Landscape Horticulture	1	0.3
Mathematics	1	0.3
Political Science	1	0.3
<i>Total Responses</i>	<i>319</i>	<i>100.0</i>

<b>Satisfaction with Library Services</b>		
<b>Question</b>	<b>Count</b>	<b>%</b>
1. I receive courteous, prompt, and satisfactory service at the check-out/reserves counter.	273	84.3
2. I receive accurate and relevant information from the librarians at the reference desk.	271	84.2
3. I can find comfortable and quiet study spaces in the library.	287	86.4
4. I can navigate the library website to access library information and electronic resources.	268	82.0
5. Library orientations help me to conduct research for my class assignments	229	73.2

## Analysis of Results

Overall, the results indicate general satisfaction with the services that the library provides in the areas of circulation, reference, study space, website, and orientation. The target of 80% student satisfaction (defined as a rating of “strongly agree” or “agree”) was exceeded for all service areas except orientation (73.2%). Fewer students answered the orientation question (229 responses, as opposed to about 270-280 for the other questions), suggesting their lack of exposure to this service. In addition, there were more neutral responses to the orientation question than to any other question, again implying unfamiliarity with orientations.

Since orientations are not mandatory and only provided upon the request of instructors, only a small percentage of the student population ever experience information literacy instruction. Librarians conduct, on average, less than 20 orientation sessions per academic year. The open-ended comments corroborate this deficiency in library services:

- *I never attended a library orientation*
- *I have not had a library orientation. Library orientation should be more publicized.*
- *If there are any library orientations, where would they be located or how do I come about attending them?*
- *I never attended a library orientation. How do I find out about orientation?*
- *I need more training about how to use some of the library's resources.*

In addition, other comments included requests for an earlier opening time, free printing, quieter study spaces, and additional electrical outlets in carrels and tables.

## **Action Plan**

### Description of Action Plan

To address students' lack of exposure to information literacy instruction through library orientations, the Library shall implement two activities in Fall 2018:

1. Library tours and orientations for first-time students in conjunction with the general matriculation process
2. Periodic drop-in workshops on library research

### Implementation Timeline

Spring 2018 – Spring 2019

### Parties Responsible

All librarians

### Associated Funding

\$20,000 for additional part-time librarian hours to support the planning and implementation of these activities

### Expected Outcome

All first-time students shall receive a general introduction to available library services to support their learning.

More students shall have access to library orientation workshops to assist them in conducting research for their assignments.

### **Status Update**

As of spring 2019, the library has not been able to implement this action plan because the necessary funding has not been allocated.