



2018-19 Program Review – Library/LIS

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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.

List your Faculty and/or Staff

Full-Time Faculty: Timothy Hackett, Nghiem Thai

Part-Time Faculty: Juliet Griffith, Francis Howard, Joy Kim, Martin McGinn, Marianne Morgan, Karen Sasamoto, Terry Wilbert, Adoria Williams, Jordan Yee

Full-Time Classified Staff: Christana Forlastro, James Gordon, Esperiza (Carmela) Kimble

Part-Time Classified Staff: [Recently approved conversion of temporary, hourly position to a permanent one, which has not yet been advertised and filled]

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

2017-2018 Goals

- Review and revise library SAOs to reflect continuing changes in how information is produced, disseminated, and utilized.
College goal 3, District goal C
COMPLETED 09/12/16
- 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.
College goals 1 and 3, District goals A and C
REVISED 09/30/16 and INCOMPLETE
- 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.
College goal 1, District goal C
REVISED 09/30/16 and INCOMPLETE

While the Library has succeeded in developing and assessing new service area outcomes over the past two years, it has not made much progress toward the completion of the other two goals. Drastically reduced staffing this academic year because of 1) the moratorium on hourly classified hiring, 2) the resignation of a Senior Library Technician, and 3) the retirement of a full-time librarian necessitates a reevaluation of the feasibility of these two goals. We do not have the capacity to increase services and to provide innovative programming with just two full-time librarians serving a population of 6000-7000 students each term. Just this semester, the Library was forced to reduce its hours of operation from 62 hours/6 days a week to 40 hours/5 days a week. The priority now is to restore the expanded library hours maintained over the past three academic years by hiring permanent certificated and classified staff. Accordingly, these are the library's new goals:

2018-2019 Goals

- Hire a permanent, full-time librarian to fill a vacancy from retirement by August 2019.
- Hire a permanent, part-time Library Technician II to maintain evening and Saturday operating hours by August 2019.
- Implement a new statewide library services platform (LSP) called Alma/Primo from Ex Libris to integrate and manage library activities and functions by January 2020.

Describe your current utilization of facilities, including labs and other space

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 room; 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.

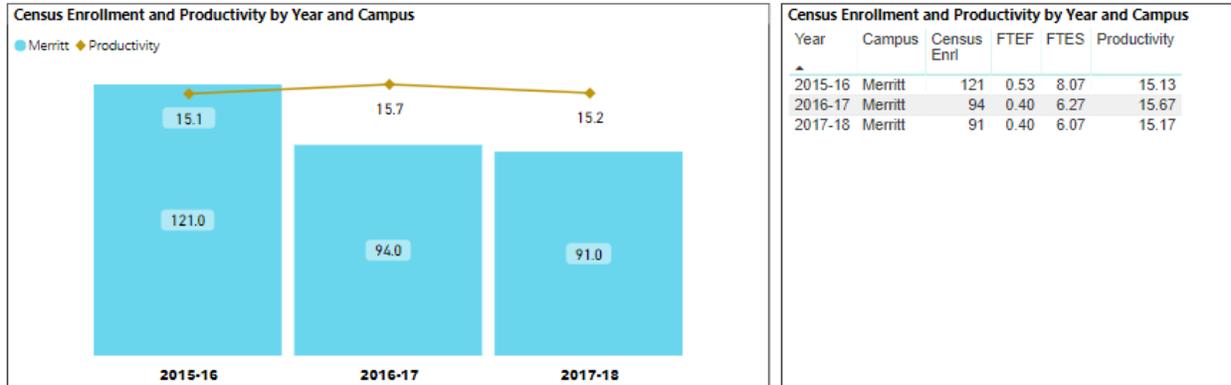
The Library lacks a dedicated computer lab/smart classroom that would allow librarians to conduct face-to-face classes, orientations, and workshops on the premises. Instead, librarians must reserve the Learning Center computer lab in L-132 in order to provide students with hands-on instruction in accessing 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. 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", or a Hispanic-Serving Institution grant "to assist with strengthening institutional programs, facilities, and services to expand the educational opportunities for Hispanic Americans and other underrepresented populations", for which Merritt is in the process of applying.

Enrollment Trends

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline and discuss enrollment trends over the past three years.



Term	Campus	Section ID	Subject	Catalog No.	Census Enrl	Enrl Cap	Fill Rate	Waitlist Cap	Waitlist Total	FTES	FTEF	Productivity	Instructor	Days	Class Time
Fall 15	Merritt	1154644403	LIS	85	29	40	72.5 %	0	0	1.93	0.13	14.50	Louisa Roberts		N/A
Fall 15	Merritt	1154644404	LIS	85	26	40	65.0 %	0	0	1.73	0.13	13.00	Adoria Williams		N/A
Spring 16	Merritt	1162623823	LIS	85	37	40	92.5 %	0	0	2.47	0.13	18.50	Adoria Williams		N/A
Summer 16	Merritt	1163631185	LIS	85	29	60	48.3 %	20	0	1.93	0.13	14.50	Louisa Roberts		N/A
Fall 16	Merritt	1164643815	LIS	85	35	40	87.5 %	13	0	2.33	0.13	17.50	Adoria Williams		N/A
Spring 17	Merritt	1172620476	LIS	85	30	40	75.0 %	13	0	2.00	0.13	15.00	Louisa Roberts		N/A
Spring 17	Merritt	1172624723	LIS	85	29	40	72.5 %	13	0	1.93	0.13	14.50	Adoria Williams		N/A
Fall 17	Merritt	1174643638	LIS	85	33	40	82.5 %	13	0	2.20	0.13	16.50	Adoria Williams		N/A
Fall 17	Merritt	1174646107	LIS	85	28	40	70.0 %	13	0	1.87	0.13	14.00	Adoria Williams		N/A
Spring 18	Merritt	1182622421	LIS	85	30	40	75.0 %	13	0	2.00	0.13	15.00	Adoria Williams		N/A

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 past three, enrollment has declined from a high of 8.07 FTES or 121 students in 2015-16 to about 6 FTES or 90+ students in 2016-17 and 2017-18. Despite attempts to collaborate with faculty teaching courses involving research assignments, filling just one section each term has remained a challenge.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

N/A. LIS 085 is a fully online, late-start, short-term LIS course with one optional face-to-face orientation.

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

Given the enrollment pattern discussed above, there does not appear to be significant student demand for LIS courses. We have not achieved a 100% fill rate for any sections of LIS 085 offered thus far.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Librarians scaffold the LIS curriculum with progressive lessons and assignments that build upon each successive information literacy skill that students attain. This incremental instructional technique allows students to gradually develop comprehension and confidence to become independent learners. In addition, hands-on activities are emphasized to engage students in the learning process and to become active participants in class.

How is technology used by the discipline, department?

Librarians regularly employ new information and communication technologies to enhance information literacy instruction. Students are exposed to bibliographic management software such as EndNote, Mendeley, and Zotero, as well as built-in database citation tools, to assist them in learning how to document and cite information sources. The Library also provides a virtual reference service called LibAnswers/LibChat, which allows students to chat live with a librarian or search/submit frequently asked questions. Faculty may request individualized LibGuides, online research guides on specific subjects, courses, and assignments that are curated by librarians to introduce students to the most relevant library resources for their information needs. Used effectively, these technologies can help students to master critical information literacy skills.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

The Library does not currently offer any face-to-face or hybrid courses, but online LIS 085 classes incorporate all of the essential components of face-to-face instruction, including lectures, discussions, and office hours. Canvas enables students and instructors to communicate with one another both asynchronously and synchronously. The LIS 085 instructor is also an adjunct librarian, who works part-time on the reference desk, thus providing students with the opportunity to seek in-person assistance.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

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

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

In collaboration with the other Peralta college libraries, Merritt librarians have developed a noncredit Certificate of Competency in Research Skills, consisting of a series of three two-hour workshops on basic, but proficient, research and information literacy skills that are critical for success in academic and vocational programs, entrance into the workforce, and preparation for lifelong learning. The certificate addresses the mission of Merritt College 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. It is designed to impart crucial skills necessary for success in our information-saturated society. The courses develop students' ability to navigate the information landscape in everyday life and work situations, as well as prepare for matriculation into other academic programs.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

LIS 085

1. State/develop a research problem, question, or issue.
2. Determine, analyze and evaluate information needed to answer the research problem, question or issue.
3. Locate/retrieve information from an online catalog/databases/World Wide Web relevant to a research topic.
4. Apply documentation style to citation sources.

All four SLOs have been assessed within the past two years (SLOs 2 and 4 in fall 2017; SLOs 1 and 3 in fall 2018).

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

Yes, the assessment module in CurriQunet does not function properly, preventing the input, documentation, and review of the completed assessments of SLOs 1 and 3 from last semester.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

N/A. Currently, there is no LIS program. However, a noncredit Certificate of Competency in research skills, consisting of a series of three two-hour workshops, has been approved by the Curriculum Committee; Council on Instruction, Planning, and Development; and Board of Trustees. It shall be submitted to the State Chancellor's Office for approval shortly with an anticipated effective term of fall 2019.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

LIS 085 is taught online by a single part-time instructor, who works on campus only one day a week, so department-wide collaboration and dialogue about SLO assessment is neither feasible nor practical. With only one section of LIS 085 offered each term, the Library has prioritized service area outcomes (SAO) assessment instead. The attached 2016-17 and 2017-18 SAO assessment reports detail how the Library works together to plan, conduct, and discuss SAO assessment, as well to implement action plans for improvement of library services.

Collaboration

See attached 2016-17 and 2017-18 SAO assessment reports.

Leadership Roles

See attached 2016-17 and 2017-18 SAO assessment reports.

Planning Process

See attached 2016-17 and 2017-18 SAO assessment reports.

Department Meetings for Collaboration

See attached 2016-17 and 2017-18 SAO assessment reports.

Data Analysis

See attached 2016-17 and 2017-18 SAO assessment reports.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Analysis of SLO assessment results have yielded the following insights:

- A scaffolding of research activities to guide information literacy learning appears to be essential in learning information literacy skills.
- Most students used sources to support a fact or a summary. Very few, if any, students took issue with a source, used a source as a rhetorical device, or used a source to bring up a controversial point.
- Sources used in many of the annotated bibliographies seemed “forced”—included only because the assignment presumably required a minimum number. Some sources used were irrelevant.
- Students need more practice using signal phrases to introduce sources.
- Students seemed to have the most difficulty with developing a research question. Several students requested assistance and needed to revise their questions multiple times. Comprehension in this area was extremely slow.
- Some of the submitted material was reminiscent of “high school book reports” in that they primarily summarized known facts.
- It was obvious that basic writing/grammar skills need to be enhanced. Many students had difficulty writing complete sentences, some had trouble with verb tense, others submitted work without checking for spelling errors.

Does your department participate in the assessment of multidisciplinary programs? If Yes, describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, please describe your departments participation in assessing Institutional Learning Outcomes.

No

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

The Library needs 1) additional certificated and classified staffing to in order to have the capacity to engage in meaningful assessment activities and 2) a functioning assessment module in CurriQunet for both SLO and SAO assessment.

Course Completion

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Academic Year	College	Completion Rate	Retention Rate
2017-18	Merritt College	69 %	82 %
2016-17	Merritt College	69 %	83 %
2015-16	Merritt College	68 %	83 %

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	LIS	67 %	74 %
2016-17	LIS	60 %	74 %
2015-16	LIS	46 %	67 %

Over the past three years, the LIS completion rate has increased by 21%, but remains 2% points below the college completion rate in 2017-18.

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Yes
2015-16: 16-18 and 25-29
2016-17: 25-29
2017-18: 16-18, 30-34, and 55-64

Ethnicity

Yes
2015-16: Black/African-American
2016-17: Black/African-American, Hispanic/Latino, and Two or More
2017-18: Black/African-American and Two or More

Gender

Yes
2015-16: Male
2017-18: Male

Foster Youth Status

Yes in 2015-16 and 2017-18

Disability Status

No

Low Income Status

No

Veteran Status

Yes in 2015-16 and 2016-17

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

N/A. LIS 085 is a fully online course.

Hybrid

N/A. LIS 085 is a fully online course.

100% Online

Over the past three years, the LIS completion rate has increased by 21%, but remains 2% points below the college completion rate in 2017-18.

Dual Enrollment

N/A

Day time

N/A. LIS 085 is a fully online course.

Evening

N/A. LIS 085 is a fully online course.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

The LIS completion rate was 3% points lower than the institution-set standard of 63% in 2016-17.

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A. LIS 085 is a fully online course.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

N/A. LIS 085 is a fully online course.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Over the past three years, the LIS course retention rate has increased by 7%, but remains 8% points below the college course retention rate in 2017-18.

What has the discipline, department, or program done to improve course completion and retention rates?

Analysis of the disaggregated data reveals that African-American, LatinX, male, and veteran students have disproportionately impacted completion rates in LIS 085. To address this issue, the Library has used Student Equity funding to extend library hours over the past three years, providing students with greater access to resources and services. This has resulted in an increase library usage for African-American students by 33%, LatinX students by 141%, and male students by 80% (see attached data analysis).

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

There are currently no active degrees or certificates in the LIS discipline.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

The Library has developed a noncredit Certificate of Competency in Research Skills, consisting of a series of three two-hour workshops on basic information literacy concepts and general library research. The certificate has been approved by the Curriculum Committee; Council on Instruction, Planning, and Development; and Board of Trustees. It shall be submitted to the State Chancellor's Office for approval with an anticipated effective term of fall 2019.

Engagement

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

Timothy Hackett
District Technology Committee
Merritt Technology Committee
Open Educational Resources Committee

Nghiem Thai
District Librarians Committee
Guided Pathways Pillar 1 Team
Merritt Catalog Committee
Merritt Council of Department Chairs and Program Director
Merritt Curriculum Committee

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

N/A

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

All temporary, part-time librarians are included in pertinent departmental communications and discussions. All department faculty are welcome to attend the biweekly department meetings, where major decisions are considered.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	1.0 FTE Library Technician II (evening/Saturday)	\$39,816	\$35,728	\$75,544
Personnel: Student Worker	1.0 FTE Student assistants	\$10,000	\$0	\$10,000
Personnel: Part Time Faculty	2.0 FTE Librarians	\$40,000	\$2,888	\$42,888
Personnel: Full Time Faculty	1.0 FTE Librarian (vacancy from retirement)	\$65,000	\$40,343	\$105,343
Personnel: Other	0.2 FTE Library department chair extra service/reassigned time	\$7,000	\$1,366	\$8,366

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies	General office supplies	\$1,000
	Library processing supplies	\$1,000
	Copy paper	\$3,000

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	For proposed instructional computer lab (L-231): 15 computers 7 computer tables/workstations	\$22,500 \$3,500

	1 smart classroom maintenance contract 1 laptop computer cart 14 workstation chairs 1 Ergotron Neo-flex lectern/podium 1 networked HP LaserJet Enterprise 506n printer <u>2 network switches</u> Total	\$3,000 \$1,500 \$1,120 \$650 \$650 <u>\$440</u> \$33,360
	Wireless printing	\$2,000
	L-301A presentation/videoconferencing equipment <ul style="list-style-type: none"> As part of the 2005-2014 L Building renovation, the Library requested more functionality for the L-301A group study/conference room. Although new furnishing and tabling were provided, the data and power connections to the table (to support use of laptops/devices) and projection requests were not funded/completed. Having these upgrades would allow for better/higher level use by students, faculty, and administrative/governance committees if users could plug into the desktop ports. This upgrade would also provide for a backup "situation room" in the event that President's Conference Room was unavailable or inoperable. This would provide additional functional meeting space similar to what administration/faculty/classified currently use LRC L-137 for. This is a small fix with the potential for much greater return on investment. 	\$5,000
Technology & Equipment: Replacement	Computer/printer refresh (faculty, staff, and student)	\$50,000

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs	1 15-seat instructional computer lab (L-231) The Library plans to convert the current print periodicals collection area into a small information commons space for library instruction. This would entail the following: Projection screen area (East/hillside wall), data ports, switches, and electrical (North wall), computing tabling and seating, powered computer cart, and ceiling-mounted projection unit.	\$110,000
Facilities: Other	Automatic sliding doors Building security (elevator & security gate locks) ADA-compliant accessible workstations	\$10,000 \$4,000 \$7,500

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	Books and other library materials	\$200,000
	The Measure G \$800 million bond proposal project list includes “furniture and equipment and library materials, including, but not limited to, library digital resources” (see attached ballot measure, p. 13). Merritt College Library has requested \$200,000 annually for the ten-year life of the bond to purchase library materials (see attached 11/21/17 memo).	
	Electronic research databases	\$50,000
Library: Library software	Library services platform implementation	
	<ul style="list-style-type: none"> • Alma annual subscription fee \$7,500 • Primo annual subscription fee \$3,500 • Data migration \$10,000 • Staff support \$20,000 	
	The statewide library services platform implementation project is being subsidized by the CCCCCO for the first year. Although continuing funding by the state is anticipated, if the appropriations are not approved in future budgets, the Library will need pay for annual subscription and maintenance fees.	

Resource Category	Description/Justification	Total Estimated Cost
OTHER	Digitization and online publishing of Black Panther Party Archive	\$5,000