



Library Annual Program Update 2016-2017

I. Program Information

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

Program Name: Library / Library Information Studies (LIS)

Date: September 30, 2016

Program Type: Instructional **Non-Instructional** Student Services Administrative Unit

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 last program review, 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 input the revised goal.	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 (Describe how the goal was met, or is still being pursued. If a goal is new or revised, explain the revision.)
<p>Curriculum</p> <p><i>Original:</i> Introduce information literacy as a component of general education requirements for degree programs</p> <p>Instruction</p> <p><i>Original:</i> Offer a robust, yet sustainable, information literacy program consisting of 2-3 LIS courses (face-to-face, hybrid, and/or online)</p> <p><i>Combined & Revised:</i> 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</p>	<p>1. PCCD Goal: A</p> <p>2. Merritt Goal: 1</p> <p>1. PCCD Goal: C</p> <p>2. Merritt Goal: 3</p> <p>1. PCCD Goal: A, C</p> <p>2. Merritt Goal: 1, 3</p>	<p>Completed:</p> <p>Revised: 09/30/2016</p> <p>Ongoing: 2016-2017</p> <p>New Goal:</p>	<p>This ambitious, long-term goal is no longer practical given the passage of the Student Transfer Achievement Reform Act (SB 1440), which requires California community colleges to develop associate degrees for transfer <i>without local graduation requirements</i> (including information competency). It would be counter-productive to implement a mandatory information literacy component to the curriculum, when a large segment of the student body would be exempt from taking such courses.</p> <p>Nonetheless, we have made significant progress in the related goal of ensuring that information literacy instruction is generally available to students. Prior to spring 2015, Merritt did not offer any formal instruction in information literacy. During the 2015-2016 academic year, LIS 80 and 200 were approved through the curriculum review process to be offered alongside LIS 85. All three LIS courses are eligible options for fulfilling the computer literacy requisite (Area 4c) of the general education requirements for local AA/AS degrees.</p> <p>Therefore, the two original goals have now been combined and revised to reflect a more realistic, measurable aim.</p>

<p>Assessment</p> <p>Review and revise library SAOs to reflect continuing changes in how information is produced, disseminated, and utilized</p>	<p>1. PCCD Goal: C</p> <p>2. Merritt Goal: 3</p>	<p>Completed: 09/12/16</p> <p>Revised:</p> <p>Ongoing:</p> <p>New Goal:</p>	<p>At their September 12, 2016, department meeting, library faculty and staff decided to replace the four SLOs originally developed in 2012 with three new SAOs, 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.</p>
<p>Student Success and Student Equity</p> <p><i>Original:</i> Offer general face-to-face or online library orientation for new students</p> <p><i>Revised:</i> 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.</p>	<p>1. PCCD Goal: A</p> <p>2. Merritt Goal: 1</p>	<p>Completed:</p> <p>Revised: 09/30/2016</p> <p>Ongoing: 2016-2017</p> <p>New Goal:</p>	<p>Unfortunately, no progress has been made towards this goal due to a deficiency of human resources in the library to adequately plan, coordinate, and implement the proposed initiative. This goal may also have been too large-scale for the Library to achieve on its own. Accordingly, we have revised the goal to work with Student Services this year to develop a plan for incorporating a library component into the existing general orientation for incoming students.</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p>	<p>1. PCCD Goal:</p> <p>2. Merritt Goal:</p>	<p>Completed:</p> <p>Revised:</p> <p>Ongoing:</p> <p>New Goal:</p>	
<p>Other Goals</p>	<p>1. PCCD Goal:</p> <p>2. Merritt Goal:</p>	<p>Completed:</p> <p>Revised:</p> <p>Ongoing:</p> <p>New Goal:</p>	

III. Data Trend Analysis

Purpose: In this section, you will report, review and reflect on your program data since the last program review (Fall 2015 and Spring 2016). 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. 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:

	Fall 2014	Fall 2015	Fall % Change	Spring 2015	Spring 2016	Spring % Change
TOTAL	-	55	-	9	37	311.1%
Female	-	41	-	7	24	242.9%
Male	-	13	-	2	13	550%
Age <20	-	8	-	2	2	0%
Age 20-24	-	16	-	2	15	650%
Age 25-39	-	22	-	2	16	700%
Age >=40	-	9	-	3	4	33.3%
African American	-	24	-	4	13	225%
American Indian/Alaskan	-	0	-	0	0	0%
Asian	-	6	-	0	5	-
Hispanic	-	16	-	2	11	450%
Pacific Islander	-	0	-	0	1	-
White	-	3	-	0	4	-
Two or more Races	-	4	-	1	3	200%
Unknown	-	2	-	2	0	-100%

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 at Merritt since spring 2015. As a relatively new discipline, LIS has understandably experienced low initial student enrollment. The first section of LIS 85 in spring 2015 comprised only nine students, and a second section that semester was cancelled due to low enrollment. The Library has promoted the course vigorously with counselors, instructional faculty, and programs across campus to bolster interest. As a result, enrollment has increased to 55 and 37 students in the fall 2015 and spring 2016 semesters, respectively. Two sections of LIS 085 were scheduled for the current fall 2016 semester, but the first was cancelled because of insufficient enrollment. The second section, however, is now filled to capacity at 40 students. To address the enrollment issue, we will offer LIS 085 in both face-to-face and online formats next semester to provide students with different options.

Course Sections and Productivity:

	Fall 2014	Fall 2015	Fall % Change	Spring 2015	Spring 2016	Spring % Change
TOTAL	-	-	-	-	-	-
Sections	-	2	-	1	1	0%
Course Enrollment	-	55	-	9	37	311.1%
Productivity	-	13.75	-	4.5	18.5	311.1%

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

From spring 2015 to spring 2016, course productivity has increased dramatically from 4.5 to 18.5, well above the District target. We are on track to maintain this high level of productivity this fall 2016 semester, with LIS 85 filled to capacity at 40 students.

Student Success:

	Fall 2014	Fall 2015	Fall % Change	Spring 2015	Spring 2016	Spring % Change
TOTAL	-	-	-	-	-	-
Course Completion Rate*	-	0.67	-	0.78	0.68	-0.1
Course Success Rate**	-	0.4	-	0.33	0.54	0.2

1. **Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review.** (Note: Course retention is the % of students who finish the course – any grade other than W. Successful course completion is the % of students earning a grade C or better in the course.)

From spring 2015 to spring 2016, the course completion rate slightly decreased and the course success rate slightly increased. As noted above, LIS has only been offered since spring 2015, so long-term, longitudinal trend data for these metrics are not available for analysis.

Student Success in Distance Education/Hybrid classes versus face-to-face classes:

	Fall 2014	Fall 2015	Fall % Change	Spring 2015	Spring 2016	Spring % Change
TOTAL	-	-	-	-	-	-
100% DE	-	0.4	-	0.33	0.54	0.2
Hybrid	-	-	-	-	-	-
100% F2F	-	-	-	-	-	-

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.

Other program specific data. Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

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. 3) Identify the goal number in that area the department goals aligns to. (Goal 1-5) 4) 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.

<u>Program/ department or unit Goal</u>	<u>Foundations</u>	<u>Transfer</u>	<u>CTE</u>	<u>How does this goal or the program activities align with the Educational Master Plan Strategic Directions and Goals?</u>	<u>Measurable Outcomes: Institution Set Standards and IE Goals</u>					
					<u>Successful Course Completion Rate</u>	<u>Retention Rate (F to F Persistence)</u>	<u>Degree or Cert. Completion</u>	<u>Transfer</u>	<u>Remedial Rate Math (Basic Skill Success)</u>	<u>Remedial Rate English (Basic Skills Success)</u>
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	<p>The Library will begin offering LIS courses in both face-to-face and online formats in order to increase enrollment and course completion.</p> <p>The Library will collaborate with instructional faculty to pilot an embedded librarian program (with LIS 80) in research-intensive courses to support contextualized learning.</p>	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
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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).

2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary

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)	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
			Math Course Completion	English Course Completion	Fall to Spring Retention						
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)

To be completed by the Program, Department or Unit:

<u>Problem, Achievement Gap or Observation</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
Limited library operating hours prevented some students, particularly those taking evening and weekend courses, from accessing learning support resources and services.	We increased library 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, 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	In FY 2015-2016, the Library used equity funds to hire librarians and student assistants to cover the increased operating hours.

- 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 Activities: 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. Please note if your program has participated in any activities related to each of these plans. **If applicable to your program.**

To be completed by the Program, Department or Unit: How did you participate in the plan activities outlined above? (Use N/A if not applicable)

<u>Student Equity Plan</u>	
<u>SSSP Plan</u>	
<u>Basic Skills Plan</u>	

V. Curriculum and Assessment Status

Purpose: In this section, you will review your curriculum changes and improvements and assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *Assessment Completion Report*, *Curriculum Update Report*, *CurricUNET META*, and *Taskstream*. If you have questions about curriculum or assessment, please contact Clifton Coleman, Curriculum and Assessment Specialist, ccoleman@peralta.edu.

1. Use the following table to document the curricular, pedagogical or other changes your department made since the most recent program review, and the planned changes for the upcoming year. *Note, curriculum updates are required every two years for CTE, every three years for non-CTE.* Identify if the changes were based on course or program level assessment, or other data/evidence collected by the program or other requirements like Title 5, certification or accreditation requirements. Attach evidence (Curriculum Update report, the assessment report from TaskStream, departmental meeting notes, etc.).

Change or Planned Improvement	Identify the Data, Assessment results or Evidence that support the change or plan for improvement	Status: Completed or Ongoing and Planned date of completion.
<p>The Library will augment its formal information literacy instruction by offering LIS 80: <i>Introduction to Library Research</i> in addition to LIS 85: <i>Introduction to Information Resources</i>. LIS 80 will be piloted as an embedded library class in collaboration with an instructor teaching a research-intensive course.</p>	<p>Enrollment data</p>	<p>Fall 2017</p>

2. Attach the Assessment Completion Report (Clifton provides this report at Flex Day), and the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September) Please evaluate your program’s progress on assessment.

LIS 85, the only course currently offered in the LIS discipline, was fully assessed in 2014-2015. Two of its four SLOs will be reassessed this semester. Each of the remaining SLOs will be assessed a subsequent year of the assessment cycle.

SLO Three-year Cycle Report		Tuesday, September 06, 2016											
Fall 2013-Summer 2016		5:38:49 PM											
Disc	#	Course Title	# of SLOs	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO Notes
LIS	085	LIS 085 INTRODUCTION TO INFORMATION RESOURCES	4	14-15	14-15	14-15	14-15						

Fall 2016 Schedule		Tuesday, September 06, 2016												
Assessment Report		12:06:35 PM												
Email questions or corrections to mer-sloac@peralta.edu. It may take up to two weeks for completed assessments to appear on the reports.						The assessments completed are for the course and not the specific instructor. The instructors are listed for reference.								
Discipline	Course #	Instructor	Course Title	# of SLOs	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	Notes
LIS	85													
		Roberts, Louise J	LIS 085 INTRODUCTION TO INFORMATION RESOURCES	4	14-15	14-15	14-15	14-15						cancelled
		Williams, Adoria Robin	LIS 085 INTRODUCTION TO INFORMATION RESOURCES	4	14-15	14-15	14-15	14-15						

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

LIS 85 has only been offered as a stand-alone course since spring 2015. Both of the instructors are hourly librarians. The relative newness of the discipline and the scheduling constraints of the part-time faculty have precluded any departmental discussion of course outcomes.

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. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

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:

	<u>2015-2016</u>	<u>2014-2015</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week	62	51	The Library increased its operating hours by a total of eleven hours (including Saturday hours) to provide greater access to students.
Library Usage			
Gate Count	85,342	80,741	Library usage continues to grow steadily, as evidenced by the 4,600 increase in gate count.
Other	Computing: n/a Copying: 56,416 Printing: n/a	Computing: 29,488 Copying: 79,539 Printing: 112,290	
Library Circulation			
General	484	443	
E-Books	3,661	2,518	
Periodicals	448	444	
Reserves	9,175	10,040	
In-House	618	374	
Total	14,386	13,819	

Library Collections			
Materials Expenditures	\$64,768	\$116,824	In FY 2014-2015, the Library was provided a one-time allocation of \$73,000 in Instructional Equipment & Library Materials funds as the result of a block grant from the California Community Colleges Chancellor's Office. We used these funds to update Library's aging print (circulation and reference) collections. In FY 2015-2016, these temporary funds were replaced with a \$34,000 allocation from Merritt's general fund, so that the ongoing cost of collection development may be sustained in the future.
Print Books	46,400	46,350	
E-Books	69,890	20,826	The Library dramatically increased its e-book holdings by subscribing to EBSCO's eBook Community College Collection, a multidisciplinary database focused on the academic and trade information needs of community colleges.
Periodical Subscriptions	77	86	
Database Subscriptions	81	86	

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will document new and repeat resource requests, 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	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year) or Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)
<p><i>Certificated:</i></p> <ul style="list-style-type: none"> 0.2 FTE Library Department Chair Reassigned/Release Time 	\$7,000	Yes	Goals 1, 2, 3, 4	Parity with other departments	This position will provide the library with the leadership needed to develop, implement, and improve learning support services that provide students with tools to succeed academically.	Goals 1, 3	Goals A, C
<p><i>Classified</i></p> <ul style="list-style-type: none"> 1.0 FTE Senior Library Technician [VACANCY] 	\$42,000	No	Goal 2	Current vacancy from resignation		Goal 3	Goal C
<ul style="list-style-type: none"> 1.0 FTE Library Technician II 	\$39,000	Yes	Goal 2	Extended hours and increased usage of library	These positions will allow the library to continue providing students with access to information and technology resources and services that support student success.	Goal 3	Goal C
<ul style="list-style-type: none"> 1.0 FTE Library/LC Network Coordinator 	\$58,000	Yes	Goal 2	Complexity of integrated library system, electronic resources, and electronic services		Goal 3	Goal C

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

Technology and Equipment Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year) or Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)
<ul style="list-style-type: none"> Computer/printer refresh High-capacity printer 	\$50,000	Yes	Goals 2, 4	Library SAO assessment data from 2011 to present indicating that over 70% of students surveyed use library computers and printer	Library computing and printing equipment provide students with the IT tools needed to succeed in class.	Goals 1, 3	Goals A, C
	\$2,500	Yes	Goal 2			Goal 3	Goal C

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

Facilities Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year) or Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)
<ul style="list-style-type: none"> Building security (elevator & security gate locks) ADA-compliant accessible workstations Instructional lab 	\$4,000	Yes	Goal 2	Security for costly library materials and equipment	These facility requests will provide students with a safe and comfortable library environment in which to study and learn.	Goal 3	Goal C
	\$7,500	Yes	Goal 2	Accessibility for students with disabilities		Goal 3	Goal C
	\$110,000	Yes	Goals 1, 3, & 4	Space for face-to-face LIS classes and library orientations		Goals 1, 2	Goals A, C

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 Request(s)	Dollar Amount	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year) or Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)

Endorsed by the District Academic Senate May 17, 2016



Fall 2016 Schedule Assessment Report

Tuesday, September 06, 2016

12:06:35 PM

Email questions or corrections to mer-sloac@peralta.edu.
It may take up to two weeks for completed assessments to appear on the reports.

The assessments completed are for the course and not the specific instructor.
The instructors are listed for reference.

Discipline	Course #	Instructor	Course Title	# of SLOs	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	Notes
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LIS

85

Roberts, Louisa J	LIS 085 INTRODUCTION TO INFORMATION RESOURCES	4	14-15	14-15	14-15	14-15								cancelled
Williams, Adoria Robin	LIS 085 INTRODUCTION TO INFORMATION RESOURCES	4	14-15 ✓	14-15 ✓	14-15	14-15								

Last updated date should be on or after:

CTE: 9/1/2014

Non-CTE: 9/1/2013

Curriculum Update Report

Course	Title	Last Updated	Notes
LIS 080	Introduction to Library Research	10/22/2015	
LIS 085	Introduction to information resources	12/11/2014	
LIS 200	Library Skills for College Students	10/22/2015	

#15



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, October 15, 2016 4:50:21 AM
Last Modified: Saturday, October 15, 2016 5:05:00 AM
Time Spent: 00:14:39

PAGE 1

Q1: Program Name	Library
Q2: Reviewer Name:	Siri Brown
Q3: Are the program name and type present?	Yes
Q4: Is the program mission statement clear and well-defined?	Satisfactory
Q5: Dates of last program review and validation are listed.	Yes

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Q6: Select the category of goal:	Curriculum Goal
Q7: Is the goal clear and measurable?	Clear, measurable and well-defined.
Q8: Is the goal aligned to PCCD and Merritt goals?	yes
Q9: Does the detail explain the completion or revision of the goal, or does the detail explain why the new goal was chosen?	Detail is clear and comprehensive.
Q10: Select the category of goal:	Assessment Goal
Q11: Is the goal clear and measurable?	Clear, measurable and well-defined.
Q12: Is the goal aligned to PCCD and Merritt goals?	yes
Q13: Does the detail explain the completion or revision of the goal, or does the detail explain why the new goal was chosen?	Detail is clear and comprehensive.
Q14: Select the category of goal:	Student Success and Equity Goal
Q15: Is the goal clear and measurable?	Clear, measurable and well-defined.
Q16: Is the goal aligned to PCCD and Merritt goals?	yes

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Q17: Does the detail explain the completion or revision of the goal, or does the detail explain why the new goal was chosen?	Detail is clear and comprehensive.
Q18: Select the category of goal:	<i>Respondent skipped this question</i>
Q19: Is the goal clear and measurable?	<i>Respondent skipped this question</i>
Q20: Is the goal aligned to PCCD and Merritt goals?	<i>Respondent skipped this question</i>
Q21: Does the detail explain the completion or revision of the goal, or does the detail explain why the new goal was chosen?	<i>Respondent skipped this question</i>
Q22: Select the category of goal:	<i>Respondent skipped this question</i>
Q23: Is the goal clear and measurable?	<i>Respondent skipped this question</i>
Q24: Is the goal aligned to PCCD and Merritt goals?	<i>Respondent skipped this question</i>
Q25: Does the detail explain the completion or revision of the goal, or does the detail explain why the new goal was chosen?	<i>Respondent skipped this question</i>
Q26: Additional comments regarding Program Goals:	<i>Respondent skipped this question</i>

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Q27: Is enrollment data present?	Yes
Q28: Is the narrative about enrollment clearly linked to the data?	Narrative is clear with analysis and reflection of demographic and enrollment changes.
Q29: Is course sections and productivity data present?	Yes
Q30: Is the narrative about course sections and productivity linked to the data?	Narrative is clear with analysis and reflection of demographic and enrollment changes.
Q31: Is student retention and success data present?	Yes
Q32: Is the narrative about student retention and success linked to the data?	Narrative is clear with analysis and reflection of demographic and enrollment changes.
Q33: Is distance ed and hybrid course data present?	Yes
Q34: Is the narrative about distance ed and hybrid courses linked to the data?	Narrative is satisfactory.

Q35: Additional comments about data trend analysis: *Respondent skipped this question*

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Q36: Are the program's goals present (the goals for the current year, Section II)?	Yes
Q37: Are the goals mapped to the Educational Master Plan Goals?	Yes
Q38: Does the detail listed support alignment with the Educational Master Plan?	Detail supports clear and logical mapping to the Educational Master Plan.
Q39: Is the goal mapped to at least one Institution-set standard or Institutional Effectiveness Goal?	Yes
Q40: Is at least one problem, achievement gap or observation listed?	yes
Q41: Is the activity or intervention clear?	Activities are clear and detailed.
Q42: Is there a target population identified?	Yes
Q43: Is the outcome or intended outcome clear and measurable?	Detail about the outcome is clear and measurable.
Q44: Is the activity aligned with one or more of the plans: SSSP, Equity or Basic Skills?	Yes
Q45: Did the department or program receive funding from any of these grants in 2015-2016? If so, did the department discuss the use and impact of these funds?	Clear and detailed discussion of the use and impact of these funds.

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Q46: Did the program discuss any changes or plans for improvement?	Yes
Q47: Are the changes/plans discussed based on data or other evidence?	Evidence listed and clearly explained and linked to changes/plans.
Q48: Is a status listed for the changes or plans?	Yes
Q49: Is the Assessment Completion report attached?	yes
Q50: Is the Fall schedule assessment planning template attached?	yes
Q51: Does the department conduct meaningful dialogue to shape course and program level outcomes? Did the department note where to find evidence of the dialogue?	Some detail of dialogue given.

Q52: Additional comments about the Curriculum and Assessment status section:

Respondent skipped this question

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Q53: If applicable, did the program answer the additional questions?

Yes,
Comments Very detailed and complete

Q54: What category of resource request are you commenting on?

Human resource

Q55: Is there a cost listed for the resource?

Yes

Q56: Is the resource connected to a program goal (listed in Section II) and aligned to PCCD and Merritt College goals?

yes

Q57: Is the resource linked to evidence (assessment data or other data)?

Evidence and link to assessment or data is clear.

Q58: Is detail provided about the impact on student success?

Link to student success is clear and detailed.

Q59: What category of resource request are you commenting on?

Technology and Equipment

Q60: Is there a cost listed for the resource?

Yes

Q61: Is the resource connected to a program goal (listed in Section II) and aligned to PCCD and Merritt College goals?

yes

Q62: Is the resource linked to evidence (assessment data or other data)?

Evidence and link to assessment or data is clear.

Q63: Is detail provided about the impact on student success?

Link to student success is clear and detailed.

Q64: What category of resource request are you commenting on?

Facilities

Q65: Is there a cost listed for the resource?

Yes

Q66: Is the resource connected to a program goal (listed in Section II) and aligned to PCCD and Merritt College goals?

yes

Q67: Is the resource linked to evidence (assessment data or other data)?

Evidence and link to assessment or data is clear.

Q68: Is detail provided about the impact on student success?

Link to student success is clear and detailed.

Q69: What category of resource request are you commenting on?

Respondent skipped this question

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Q70: Is there a cost listed for the resource?

Respondent skipped this question

Q71: Is the resource connected to a program goal (listed in Section II) and aligned to PCCD and Merritt College goals?

Respondent skipped this question

Q72: Is the resource linked to evidence (assessment data or other data)?

Respondent skipped this question

Q73: Is detail provided about the impact on student success?

Respondent skipped this question

Q74: Additional comments about resource requests.

Respondent skipped this question

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Q75: Please mark the APU as "submitted" or "needs revisions."

final
