LIT: Library
Instruction

Vision/Narrative

A key objective of the library program is to support the institutional commitment to the teaching and learning of information literacy across the curriculum. Currently there are eight sections of LIB 200, which has been paired with ENG 1A courses as part of a learning community.
Library faculty also teach two 2-unit courses with information literacy-related curriculum: LIB3 is a basic stand-alone research course, and LIB140 (cross-listed as AH140) is a research course focusing on Allied Health content specifically. In addition, the library program offers short noncredit online library modules to support credit courses. Additional non-credit courses have supported Allied Health 3, 11 and 180 for several years.
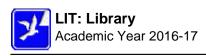
Results from the LIB 200 course have been mixed. While pre- and post-test self-assessments from students show consistent and regular progress in gaining information competency skills, the course itself appears to have had no impact on retention or success in the partnered ENG 1A class. LIB 200 underwent a substantial revision in the the spring and summer of 2016; these changes appear to be making a difference in overall success rates within the course. Library faculty continue to meet with English Department representatives to to consider other options for information literacy instruction.

As an alternative to the LIB 200 course, the English department is looking to increase the units of its ENG 1A from 3 to 4, with additional attention being given to information literacy as part of that additional unit. The model that best supports this shift is to provide embedded librarians; these are librarians specifically connected to a group of classes. Rather than providing a single orientation to use of resources, they attend classes and provide instruction and support at critical junctures of the research process, from identifying a topic to choosing and evaluating resources to providing appropriate citations.

The proliferation of collaborations with classes working in the Learning Commons shows the promise of this kind of interaction, in which the librarian works integrally with the classroom instructor on a great range of information literacy skills, not just those associated with finding and citing sources. And this work is expanding beyond English classes; this semester, several history classes worked in the Learning Commons as they learned the concept of an historiography, practiced ways to analyze historical writing, and built a collection of sources from which to conduct their own study. Innovative uses of technology are becoming more common, too; librarians have supported the creation of wikis for group collaboration, the construction of narrative videos, and the formation of infographics. In each case, a librarian was present to offer just-in-time instruction and support at the point of need and providing the course instructor with much needed additional support at the most challenging point of a unit of instruction.

Additionally, as Canvas and the Online Education Initiative come to Gavilan, library faculty will be tasked with developing an online presence in that new platform. Several tools exist to help create this presence, but such a presence will also require more time directly collaborating with instructors to provide the kind of support students need in an online environment.

Demand at off-sites is also increasing. In Hollister, a student survey (n=100) indicated that 36% of students felt additional library support was needed at that site. As the Coyote Valley site opens, there will be additional demand for

services there.

These exciting changes have created increased demand on librarians' time. In response to this growing demand, the library program will be requesting additional faculty staffing in the coming hiring cycle. We will be looking for a librarian who has a background in both instruction and technology; the need for professional learning around both the use of technology and information literacy has never been greater, and as more and more instructors take advantage of the support librarians can offer, we will need to add staff to meet that increased demand.

Meanwhile, some core activities have continued to raise the profile of information literacy objectives across the curriculum. Since the fall of 2012, over 120 course-specific research guides have been constructed that provide an access point to resources that are close to assignments and which include information competency tutorials and "helps" in locating, retrieving, organizing, and citing sources. These guides are often presented in whole-class orientations and act as a resource for students and a reminder to instructors about information competency goals. Overall usage has increased slightly this year and the guides remain a valuable tool in providing students both resources and instructional help at the time of need.

Increased eBook holdings, the use of research guides, and the investment in a Discovery search tool (which searches most of the library's resources—books, eBooks, periodicals, videos, etc.—in a single search) have again resulted in increased use of eBooks, with a 10% increase over last year at this time. Database usage statistics are holding steady after several years of increased usage.

As important as the library's digital presence is, print resources remain an important component of our program, and the heavy demand on our limited textbook reserve collection has demonstrated the need to provide more access to textbooks. The development of a more robust reserve collection has been written into the Student Equity plan, and increased offerings were realized in the spring semester. Fall 2016 semester's reserve circulations are up 13% and total circulations are up 7%.

The creation of the Learning Commons has been a significant development for the library as well. Library faculty are presenting information literacy-related workshops and assisting with questions about research and technology with students in the Learning Commons. SI's and tutors are scheduled to receive specific information literacy training as part of their tutor training during intersession and in the spring semester year.

The physical space of the library remains bustling, its resources in constant use during open hours. While there is a plan to renovate the interior of the library, that plan is several years from being realized. Nevertheless, improvements are occurring. New carpet was installed last winter, and in the process a new group study space was created in what was once the quiet study room and periodical room. This room is designed as a flexible space that has accommodated a variety of events, including speakers from the Black Lives Matter movement, a candidates' forum for the fall elections, a guest author, a set of lectures from the social science department, a Puente event called "Cookies and Conversation," and a student forum for the new president of our college. Most days, the room is used by students who need space to study in groups—a resource in short supply on our campus. Currently the library staff is selecting new seating for most of the library—a much needed improvement that will occur before spring semester.

Other needs remain; the tables are a random assembly collected over several years; there are few comfortable seating areas for gathering, reading, and relaxing. The study carrels are a varied mix of styles, included some that have been adapted to include power. As students increasingly rely on their own electronic devices, the need for power at both tables and carrels has grown.

Other aspects of the library's physical space are in dire need of attention as well. The importance of addressing the

long-standing request for air conditioning has not diminished. Lack of air conditioning actually keeps students away from the library and away from resources and library staff who can help them succeed.

There is a body of literature supporting attention to what Ray Oldenburg calls the "third place" (The Great Good Place, 1999), a place beyond work or home where students congregate to work. Susan Montgomery extends this notion by exploring the kind of learning students now engage in—more social, more collaborative—and points to the need for library settings that are not just comfortable, and inviting, but are designed to facilitate the kind of learning students need to do to be successful (see Montgomery, S., "The Third Place: The Library as Collaborative and Community Space in a Time of Fiscal Restraint," College &amp; Undergraduate Libraries Volume: 18 Issue 2/3 2011). The most recent Pew survey on libraries reveals that nearly two-thirds of those over age 16 say libraries should "definitely" provide more spaces for working, reading, and relaxing ("Libraries at a Crossroads, October 2015). Our program plan reflects a response to that demand.

Feedback from Supervisor / Dean

Program Objective 1: Recruit and develop staff to foster student success

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2014-15

IEC Program Review:

Yes, this Objective is based from the last IEC Program Review.

Progress:

Closed: RESUBMITTED: See Academic Year 2017-18 Program Plan

Activity 1: Maximize library support services to encourage student engagement and develop activities to improve student information literacy for the main campus and the 2 off-site campuses in Morgan Hill and Hollister.

    Personnel Request - *none*
    Non-Personnel Request - *none*

Activity 2: Maintain library automation, databases, library website and changing technologies to support student information literacy and technology fluency on the main and off-site campuses in Morgan Hill, Hollister, and Coyote Valley.
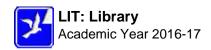
    Personnel Request - *none*

    Non-Personnel Request

Specific Item(s) Needed	Amount Requested ($)	Fund Source / Type
10 desktop computers with Internet access	$ 10000.00	Instructional Equipment / One-Time
Total Requested	*$ 10000.00*	

Activity 3: Complete application process for an additional full-time position for a librarian/instructional technologist.

    Personnel Request

Job Classification	Quantity	FTE	Amount ($)	Fund Source / Type
Faculty	1	100%	$ 100000.00	General Fund / On-Going

Non-Personnel Request - *none*

Rankings:

Ranker	Comments	Rank
Dean		
Vice-President		
Budget Committee		
President's Council		

Non-Personnel Request - *none*

Program Objective 2: Increase student success in information competency.

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16

IEC Program Review:

Yes, this Objective is based from the last IEC Program Review.

Progress:

Closed: Data has been collected and analyzed re: retention and success for LIB 200. Institutional researcher support was requested last year but request could not be filled. IR support examining links between LIB 200 success and success in ENG 1A and beyond will be requested this year.

Tutors and SIs have had some information literacy training. Meetings including library, Writing Center and Learning Commons faculty are scheduled just before intersession, and information literacy training for tutors is being planned for the intersession.

The head librarian has been communicating with the English department chairs about planning for the 4-unit English 1A class, and that planning will continue next semester.

RESUBMITTED: See Academic Year 2017-18 Program Plan

Activity 1: Assess "Research Skills for English 1A" course (LIB 200) with library and English faculty. Work with institutional researcher to collect and examine data about persistence and success rates of students taking LIB 200 as part of a learning community vs. those who take ENG1A alone. Continue working with English and library faculty to assess and modify the course as one way to meet information literacy goals.

> **Personnel Request -** *none*
> **Non-Personnel Request -** *none*

Activity 2: Create a series of information literacy training sessions for SI's and tutors working in Learning Commons. Measure information literacy interactions between peer educators and students.

> **Personnel Request -** *none*
> **Non-Personnel Request -** *none*

Activity 3: Work with English department on alternative information literacy support strategies, including

"embedded librarian" support within a 4 unit ENG 1A course. E

      Personnel Request - *none*
      Non-Personnel Request - *none*

Rankings:

Ranker	Comments	Rank
Dean		
Vice-President		
Budget Committee		
President's Council		

Program Objective 3: Support institutional commitment to the teaching and learning of information competency across the curriculum.

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16

IEC Program Review:

Yes, this Objective is based from the last IEC Program Review.

Progress:

Closed: Information competency modules and information resource blocks that could be embedded in iLearn pages was put on hold pending selection and implementation of a new course management system. That work will be picked up again.

Last year, we held 3 faculty workshops in the fall semester related to information literacy, with 8 faculty attending.

The number of custom-build research guides has increased steadily over the past two years; usage is currently flat, but instructors provide positive feedback about their use.

In the spring of 2014, sample student research products were collected from across departments to provide a snapshot assessment of information literacy; unfortunately, not enough departments provided products to get a representative cross-section. Additional efforts to gather research products will occur again this fall, with more p.r. to encourage faculty to participate.

RESUBMITTED: See Academic Year 2017-18 Program Plan

Activity 1: Work with Distance Education to develop information competency modules that can be embedded into DE courses. Create a library presence in every Canvas shell. Explore creation of short DE modules for which students can earn several "badges" that can be suggested (or required?) across curriculum.

      Personnel Request - *none*
      Non-Personnel Request - *none*

Activity 2: Continue to develop library research guides for core academic courses that embed information competency instruction.

      Personnel Request - *none*

Non-Personnel Request - *none*

Activity 3: Offer information literacy workshops to faculty and staff throughout the year.

    Personnel Request - *none*
    Non-Personnel Request - *none*

Activity 4: Map Student Learning Outcomes to information literacy skills across curriculum.
--Identify trends, patterns, gaps
--Share among library faculty
--Share with departments, work with them to develop strategies for trainings, support, and assessment
--Share with departments results of LIB99 pilot, discuss strengths and challenges from that pilot.

These four activities from the previous year have been combined:
1)Work with content area departments to develop a common vocabulary around the definition and skills of information competency.
2)Work with academic departments to identify strategies for strengthening its information literacy instruction.
3)Gather data across departments to measure the school-wide effectiveness of its information competency instruction.
4)Work with the SLO coordinator and departments to identify SLO's that relate to information literacy. Look for gaps and suggest curriculum modifications to address gaps.

    Personnel Request - *none*
    Non-Personnel Request - *none*

Activity 5: Explore expansion of noncredit options like LIB736 and the AH courses.

    Personnel Request - *none*
    Non-Personnel Request - *none*

Activity 6: Work with DE to customized resource blocks into DE courses (automatically inserted with opt-out option)

    Personnel Request - *none*
    Non-Personnel Request - *none*

Activity 7: Increase research guide coverage in major research classes by 10%

    Personnel Request - *none*
    Non-Personnel Request - *none*

Activity 8: Offer and promote librarian/faculty consultations for Flex credit.

Personnel Request - *none*
Non-Personnel Request - *none*

Rankings:

Ranker	Comments	Rank
Dean		
Vice-President		
Budget Committee		
President's Council		

Personnel Request - *none*
Non-Personnel Request - *none*

Program Objective 4: Build a robust core collection of textbook reserve materials and secure an ongoing funding stream to maintain it.

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16

IEC Program Review:

No: The student equity plan committee identified a need to increase our reserve collections to expand access to textbooks at no student cost; this goal was written into the plan specifically to address the equity gap that exists between our low-income students and our general student population.

Progress:

Closed: The infusion of funds for reserve collections has made a difference. Circulations of reserve materials in Hollister, Morgan Hill and Gilroy continue to grow. We have received funding from Equity for the past two years and see this as a viable source of ongoing funding, as it addresses disproportionately impacted students identified in the Equity plan.
RESUBMITTED: See Academic Year 2017-18 Program Plan

Activity 1: Identify funding sources for ongoing purchase of textbook reserve materials to support low-income students.

Personnel Request - *none*

Non-Personnel Request

Specific Item(s) Needed	Amount Requested ($)	Fund Source / Type
Maintenance of reserve textbook collection	$ 3000.00	Equity / On-Going
Total Requested	*$ 3000.00*	

Activity 2: Publish and disseminate marketing of the library services materials for textbook reserve materials and other library materials and services at the beginning of each semester at main campus, off-sites and iLearn.

Personnel Request - *none*
Non-Personnel Request - *none*

Rankings:

Ranker	Comments	Rank
Dean		
Vice-President		
Budget Committee		
President's Council		

Program Objective 5: Update furniture to create a safer and more comfortable working environment.

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16

IEC Program Review:

Yes, this Objective is based from the last IEC Program Review.

Progress:

Closed: Carpet has been replaced, some new tables have been purchased, and we are purchasing new seating this fall. RESUBMITTED: See Academic Year 2017-18 Program Plan

Activity 1: Update furniture to provide a more ergonomically sound studying environment, to accommodate higher demand for group study and for safer and more efficient use of electronic devices.

Personnel Request - *none*
Non-Personnel Request - *none*

Rankings:

Ranker	Comments	Rank
Dean		
Vice-President		
Budget Committee		
President's Council		

Program Objective 6: Air-conditioning for the library

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16

IEC Program Review:

Yes, this Objective is based from the last IEC Program Review.

Progress:

Closed: RESUBMITTED: See Academic Year 2017-18 Program Plan

Activity 1: Provide air conditioning to create a comfortable learning environment.

Personnel Request - *none*

Non-Personnel Request

Specific Item(s) Needed	Amount Requested ($)	Fund Source / Type
Air-conditioning equipment and installation	$ 60000.00	Instructional Equipment / One-Time
Total Requested	*$ 60000.00*	

Rankings:

Ranker	Comments	Rank
Dean		
Vice-President		
Budget Committee		
President's Council		

Program Objective 7: Continue to evaluate and acquire library materials to better support (1) student learning objectives and (2) academic success through selecting materials judged (1) appropriate (2) relevant and (3) allowing ease of access.

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16

IEC Program Review:

No: This is a core function of college libraries; placing it in the program plan values this objective and corresponding work around it.

Progress:

Closed: Our collection development has helped us retain a current, relevant collection that serves our community well. The steady increase in use of resources over the past five years is evidence of that.
RESUBMITTED: See Academic Year 2017-18 Program Plan

Activity 1: Use existing SLO's from courses to aid in collection development.

Personnel Request - *none*
Non-Personnel Request - *none*

Rankings:

Ranker	Comments	Rank
Dean		
Vice-President		
Budget Committee		
President's Council		