



## **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.

Much effort went into the development of an information literacy course designed to be taken in conjunction with Eng1A. In the pilot and implementation of LIB200, retention rates increased by 15% and success rates increased by 9%, so improvements were being made to the course. In addition, in the spring semester of last year, success rates in research-related courses were 9% higher for students who had previously taken LIB200. This suggests the potential that the knowledge gained in the course was transferrable and helped build college-level skills. However, the goal in offering this information literacy course was both to increase information literacy and increase success rates in Eng1A, and there was no significant change in that rate over two years. At this point, the English Department decided to revise its curriculum and increase the units for Eng1A from 3 to 4. In discussions with the Curriculum Committee, it was not recommended to continue LIB200 as part of a learning community with Eng1A. This effectively ended the LIB200 experiment. 13 sections of LIB200 were run last year. This year, we are not running LIB200 but are still offering LIB3 every semester. This is a general information literacy course not tied to a specific discipline.

The expanded units of Eng1A represent an opportunity for information literacy instruction and support to be more embedded into the curriculum of that course. As an example of embedding from Fall 2017, English and Library faculty met prior to the semester to map out information literacy goals for the class. The librarian provided instruction and support on a range of topics, including identifying and narrowing a topic, evaluating resources based on context, locating resources, and using technology tools for presentation. Based on need, classes met in the English classroom, a computer lab, or the learning commons. In each case, the librarian provided some instruction and students engaged in an activity related to that instruction, and the librarian, instructor, and when available, peer assistant provided support.

This is a common model of support in academic libraries, because students and instructor benefit from the librarian's input into the curriculum, and students become comfortable seeking out library support for their work. Data collected for this so far are largely self-reported. Students report they believe the presence of the librarian in their class made them more comfortable asking for help and they felt the help they received was relevant to their success. More data need to be collected to more closely connect the librarian's embedded work to the students' success.

Information literacy is part of the discussion in exploring Guided Pathways, and there is some early agreement that the idea of including an information literacy component to an introductory course in each meta-major has merit.

Scaling up either model requires additional library staff, but that will be true of nearly any proposal that attempts to meet the goal of establishing a baseline level of information literacy among students and faculty at Gavilan.

Meanwhile, the library program continues to run courses in library research (LIB3), research in the health occupations (LIB140/AH140), and some short non-credit online learning modules to support credit courses.

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. At the Coyote Valley site, there is no consistent physical staffing to support students in their work, so the full time librarians make occasional visits to check in. Librarians have been working with individual students and classes at Morgan Hill during regularly scheduled and on-demand visits. As we look toward expansion in Hollister, we need to be planning for increased staffing to provide comparable academic support to both faculty and students in all our locations.

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. These guides were visited nearly 5,400 times in the past year. Our new learning management system Canvas creates an opportunity to bring the research guides into the online classroom. Embedding the guides into the online classroom makes the guides visible and available to online students whenever they are in that classroom. With about 40% of all courses using Canvas for some activities, embedding these guides would make them more visible, more accessible, and more likely to provide both resources and learning support to more of our students.

In the spring semester, library faculty will offer brown bag lunchtime workshops with other faculty in which we explore ways research guides and resources can be incorporated into the Canvas shells instructors have created. 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 19% increase over last year at this time. Database usage totals increased modestly by 4%, an upward trend that has continued for the past 5 years.

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. Increased access to textbooks has resulted in consistently greater use by students.

Library faculty are also working with social science to build a local history database that will include documents, artifacts, locally relevant data, and student work related to these collections. This collection will be used by students to create products and projects useful to both our college and the local community.

For over fifteen years, Gavilan has shared use of the critical software used to operate the library and provide access to students and faculty—called an Integrated Library System (ILS)—with Hartnell, Monterey Peninsula, and CSUMB. This year, CSUMB is moving to a new system, and we are migrating our data to a server hosted by our software vendor. That process has been smooth, but it has placed great demands on our time.

In the next 18 months, Gavilan will prepare to migrate its data again to a new system shared by most of the other community colleges in the state. This will again be a labor-intensive process. Preparation will include an inventory of Gavilan’s current holdings, catalog clean up to ensure that we will convert and move only current valid records to the new system. We will review training materials and prepare a system profile. Once the system has been chosen and made available we will get a migration date. At that time our records will be converted to load into the new system, records will be loaded and training for our staff will begin.



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. The outdated and sagging chairs have been replaced with classic oak straight-backed padded chairs. New comfortable seating at the front of the library is drawing rave reviews from students, who are rearranging the furniture to make it work for them!

In 16/17 the library hosted several programs in the Study Room including speakers like Mas Hashimoto, a Japanese Internment Camp survivor, and the Closer Look faculty panel discussions. Attendance at these programs ranged from 25 to over 150. Another usage of the Study Room was for public presentations by Gavilan departments or clubs, including a Women's History month interactive history event with poster presentations from History students and a suffragette march and Health Services SleepWell community meeting. Groups of classes have been able to schedule film presentations followed by discussion groups. At all other times the Study room is used by students in a constantly changing fashion. In 17/18 we want to continue to increase the varied uses of this highly flexible space.

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.

Other needs remain; the tables are a random assembly collected over several years, and there is a strong need for a quiet study area. 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 & Undergraduate Libraries* 18 (2/3), 2011). Pew surveys on libraries reveal 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**

This is an outstanding, model plan that fully situates the program within broader institutional context, uses data, and makes well supported and clear objectives and activities to support stated goals. The department should be commended for their work on the plan, and the institution should continue to support these critical, cross-functional activities.



**Program Objective 1: Assess and modify new library website design.**

**Strategy and Goal(s):**

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

**IEC Program Review:**

No: Redesign--the first major one in several years-- will result in more effective use of library resources.

**Progress:**

Yes: With the new CMS, we are planning an evaluation of our newest site, but we continue to make modifications to the existing site and will not do an evaluation until Fall 2017.

**Activity 1: Create instruments for assessing new site, make modifications based on assessments and other feedback.**

**Personnel Request - *none***

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

**Rankings:**

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



**Program Objective 2: Continue stable funding to maintain a library collection of learning resources in depth and breadth to meet the instructional needs of faculty and the learning needs of students at every ability level.**

**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:**

Yes: The library materials budget has been increased to account for greater use of e-books and databases. Database use has increased 37% over last year; eBook use has increased by 50% over last year. While some individual databases have remained flat in their use, the overall increase indicates students are finding and using materials over a broader span of content.

**Activity 1: Maintain the library materials budget to reflect growing demand & cost (Use Instructional Equipment categorical funding, Prop. 20 lottery money, and the general fund).**

**Personnel Request - *none***

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

**Rankings:**

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



**Program Objective 3: Improve Technology Infrastructure throughout Library building**

**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:**

No- None -

**Activity 1: Replace aging switches in Library building**

**Personnel Request - *none***

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

**Activity 2: Increase capacity for additional ethernet connections throughout building.**

**Personnel Request - *none***

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

**Activity 3: Increase capacity for wireless device use throughout building.**

**Personnel Request - *none***

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

**Rankings:**

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



**Program Objective 4: Continue to develop a genuine professional learning community among library faculty and staff.**

**Strategy and Goal(s):**

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

**IEC Program Review:**

No: This goal arose out of discussion about valuing professional learning and the need to articulate that value as part of our program plan.

**Progress:**

No- None -

**Activity 1: Devote some time to each meeting toward sharing of readings and discussion of our work.**

**Personnel Request - *none***

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

**Activity 2: Enhance professional skills by providing funds for attendance at relevant seminars and workshops (funded through library budget, prof. dev. funds, and possibly grant resources as needed.)**

**Personnel Request - *none***

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

**Rankings:**

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Dean		
Vice-President		
Budget Committee		
President's Council		



**Program Objective 5: Recruit and develop staff to foster student success**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

**IEC Program Review:**

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

**Progress:**

No- None -

**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 - *none***

**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%	\$ 80000.00	General Fund / On-Going

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

**Rankings:**

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



## **Program Objective 6: Increase student success in information competency.**

### **Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

### **IEC Program Review:**

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

### **Progress:**

Yes: 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.

### **Activity 1: 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 2: 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***

### **Activity 3: Participate in Guided Pathways planning and look for ways to include information literacy instruction in introductory meta-major courses and as part of the academic support critical to students reaching their academic goals.**



**Personnel Request - *none***

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

**Rankings:**

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Dean		
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Budget Committee		
President's Council		



**Program Objective 7: 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 2016-17

**IEC Program Review:**

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

**Progress:**

Yes: 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.

**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. This work is continuing from last year.**

--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***

**Rankings:**

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Dean		
Vice-President		
Budget Committee		
President's Council		



**Program Objective 8: 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 2016-17

**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:**

Yes: 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.

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

**Personnel Request - *none***

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

**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 9: Increase number of computers in library to meet demand.**

**Strategy and Goal(s):**

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

**IEC Program Review:**

No: The library is at capacity regarding computer use; data shows every computer is in use during most hours open.

**Progress:**

Yes: 18 new computers were purchased and installed, which included installation of new electrical outlets and ethernet drops. New furniture and chairs were also purchased. From the beginning of the Spring semester, 2015 through September 30, 2015, there have already been over 1700 unique users of this equipment, with 16,000 individual uses. This increased capacity has resulted in increased traffic in the library and increased use of our resources.

**Activity 1: Expand this to include other kinds of devices: tablets, e-readers, and new laptops.**

**Personnel Request - *none***

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

**Rankings:**

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



**Program Objective 10: Replace old laptops and include laptops for student learning and research in College's Technology Replacement Plans**

**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:**

Yes: 15 replacement batteries were purchased with Title V grant funds last year.

**Activity 1: Include the library laptops in the College upgrade schedule, and expand to include other kinds of devices, such as tablets and e-readers.**

**Personnel Request - *none***

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

**Activity 2: Replace old laptops for student use within library with new devices, including laptops, tablets and e-readers.**

**Personnel Request - *none***

**Non-Personnel Request**

Specific Item(s) Needed	Amount Requested (\$)	Fund Source / Type
Laptops, tablets and e-readers	\$ 10000.00	General Fund / One-Time
<i>Total Requested</i>	<i>\$ 10000.00</i>	

**Rankings:**

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





**Program Objective 11: Update furniture to create a safer and more comfortable working environment.**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

**IEC Program Review:**

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

**Progress:**

Yes: Carpet has been replaced, some new tables have been purchased, and we are purchasing new seating this fall.

**Activity 1: Update furniture to provide a more ergonomically sound studying environment, to accommodate students' needs for both quiet study spaces and group study, and for safer and more efficient use of electronic devices.**

**Personnel Request - *none***

**Non-Personnel Request**

Specific Item(s) Needed	Amount Requested (\$)	Fund Source / Type
40 new library chairs (to complete replacement of old chairs)	\$ 10000.00	General Fund / One-Time
Sound cancelling system for quiet study area	\$ 5000.00	General Fund / One-Time
<i>Total Requested</i>	<i>\$ 15000.00</i>	

**Rankings:**

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



**Program Objective 12: Air-conditioning for the library**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

**IEC Program Review:**

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

**Progress:**

No- None -

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

**Personnel Request - *none***

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

**Rankings:**

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



**Program Objective 13: 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 2016-17

**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:**

Yes: 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.

**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		