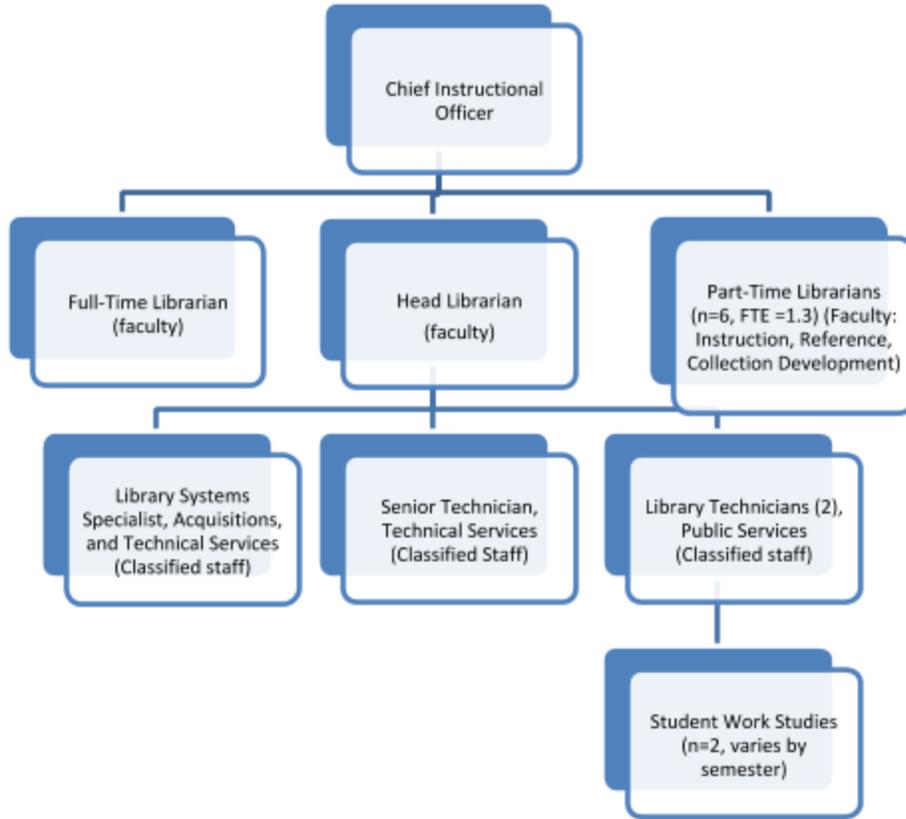


1. Library organization chart



Administrator	CIO
Faculty Full Time	2
Part-Time Faculty	1.3
Faculty Head Count	8
Professional Support Staff, FT	4

II. Program Progress

IIA. Purpose of program

The purpose of the Gavilan College Library program follows from its mission statement:

Gavilan College Mission Statement:

Gavilan College Library provides a safe, respectful and welcoming environment in which the educational community and its work are supported via the delivery of traditional and emerging

academic research tools and methods, and where students are encouraged to explore, discover, investigate and develop research skills for personal, professional and life-long learning.

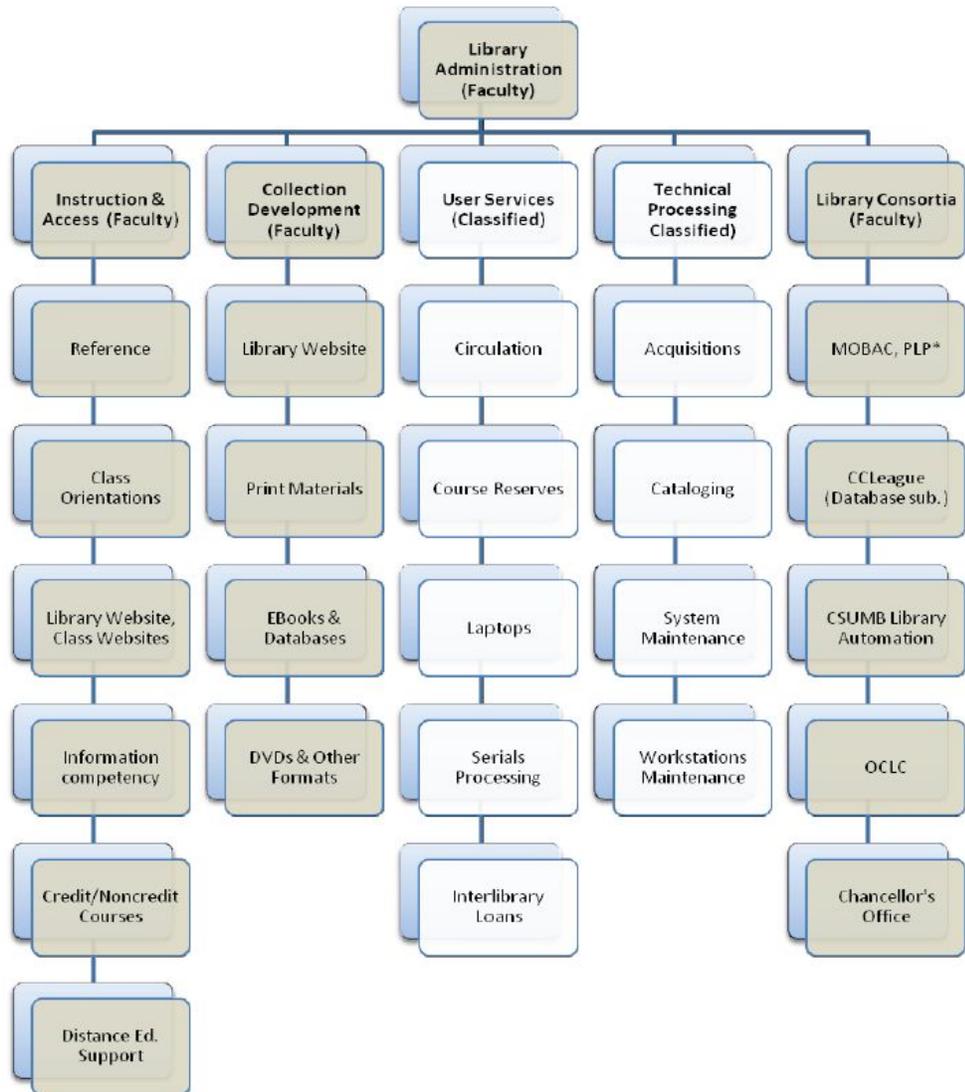
IIB: Program Services

As our mission statement suggests, the primary function of the Gavilan Library is to support the information needs of the college community. This support includes physical and virtual access to information and technology tools; spaces in which students can gather and work independently, together, or with the assistance of librarians; development of professional learning experiences for faculty to assist in creation of curriculum that builds information literacy skills; and direct instruction to students in the building of those information literacy skills. Physical and virtual access to information, then, is only one element in assuring that an “open door” does not become a “revolving door” (Casazza & Silverman, 2013). The academic support the library program provides is an essential component to student success. Below is a list of many of the services that are included in that support:

- 1) Credit and non-credit courses in information literacy
- 2) Whole-class library orientations tailored to individual classes and assignments
- 3) Workshops on targeted information literacy skills
- 4) One-on-one and small group assistance with via reference desk.
- 5) Online information literacy tutorials
- 6) Professional learning workshops related to information literacy
- 7) Department outreach related to information literacy-related goals.
- 8) Research guides built to support specific assignments and/or courses
- 9) Web portal providing access to library catalog, online databases, tutorials, and a curated collection of helpful research links.
- 10) Support of DE and online courses for information requirements and information literacy.
- 11) Collection and organization of quality and current information/learning resources through individual publisher and/or vendor purchases, as well as print and e-database subscriptions through State consortia.
- 12) Management of a safe, respectful, and welcoming learning environment in the library.
- 13) Circulation of reserve materials (e.g., textbooks) to support courses across the curriculum.

The graphic of library-related services below is an overlapping representation of services organized by working roles (FIG. 2):

**FIG 2:
Library
Services
Working
Roles**



by

IIC: How Services Have Changed over Time

The library program has experienced steady growth in the past three years. Overall gate count--the number of people entering the library--has been steady, with an overall increase in 2014-2015 over the previous two years, from an average of 143,184 in 2012-2014 to 144,520 in 2014-2015. (See Fig. 3).

There has been an expansion of the reserve textbook collection, which historically has been supported through instructor donations of texts. In the past year the Library was written into the Equity Plan and received funds to build the core textbook reserve collection at the Gilroy campus and the two off-sites. Nearly 200 titles have been added since the spring of 2015. While circulation statistics related to reserve textbooks has varied widely, the last five semesters of data indicate a general trend upward—a result most like of the increased availability of texts students need. Collecting data on reserve text usage in Hollister and Morgan Hill has been problematic, although there has been use. The data in Figure 4 is from the Gilroy campus only.

Figure 3: Library Gate Count, 2012-2015

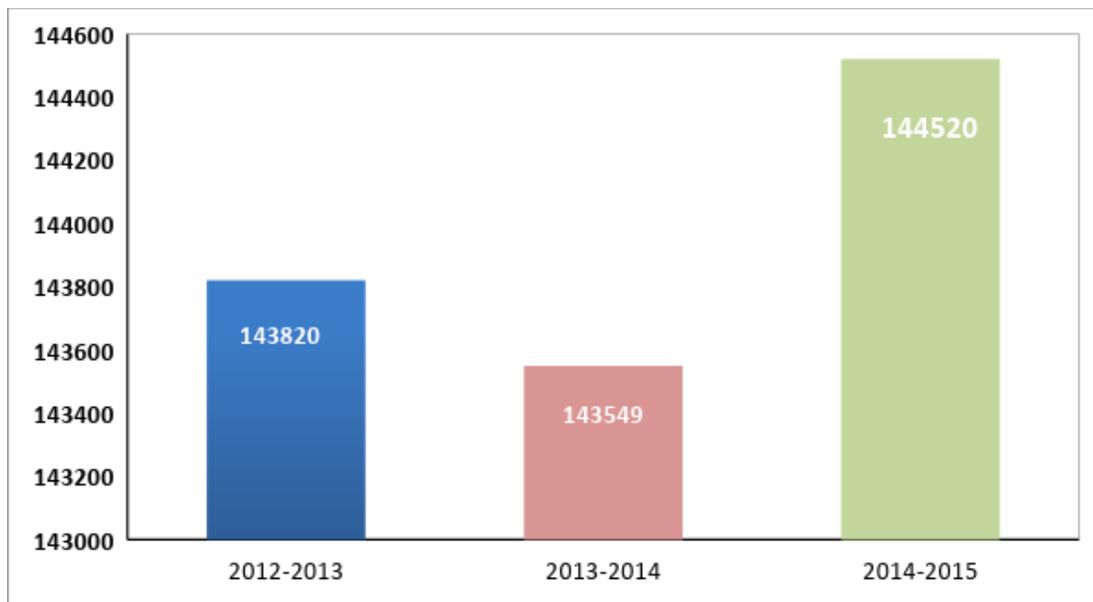
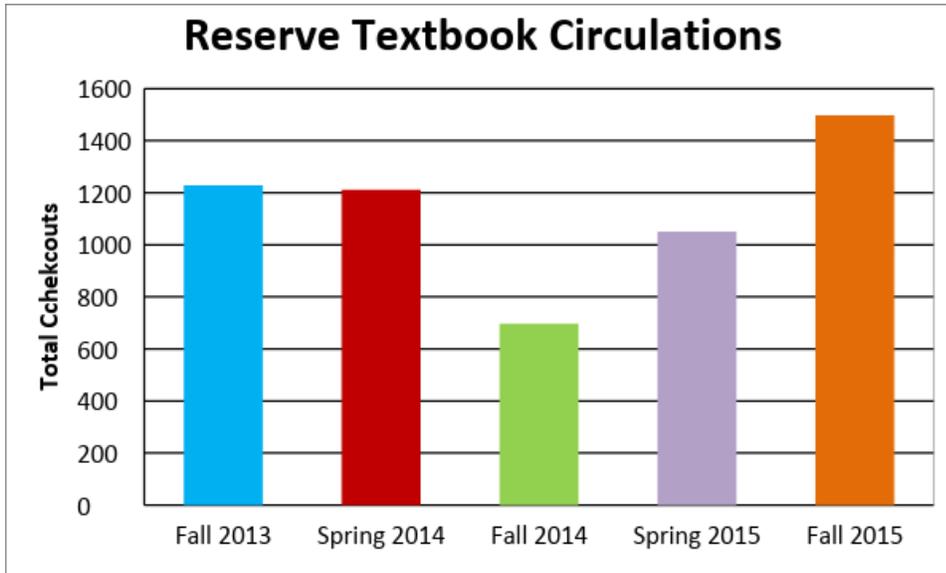


Figure 4: Reserve Textbook Circulations

The decline in the number of total circulation transactions (Fig. 5a) reflects a decline in the demand for laptops; this may be due to both the increased availability of desktop computers in the library and the increasing use of students' own devices to complete work within the library. Laptop checkouts have decreased six-fold in the past three years, a situation that has resulted in our exploration of new uses for these machines. The most probable explanation for this is the proliferation of personal devices—inexpensive Chrome Books, tablets, and large smart phones-- students are using to conduct research and complete work. Other community college libraries are experiencing similar declines and have begun to pilot extended laptop checkouts for students so they can take them home to complete their work. Desktop computer use, on the other hand, remains robust, with total unique users increasing in the past three years, and averaging 12,874 hours of computer use per year (Fig.5b)

Figure 5a: Circulation Transactions 2012-2015

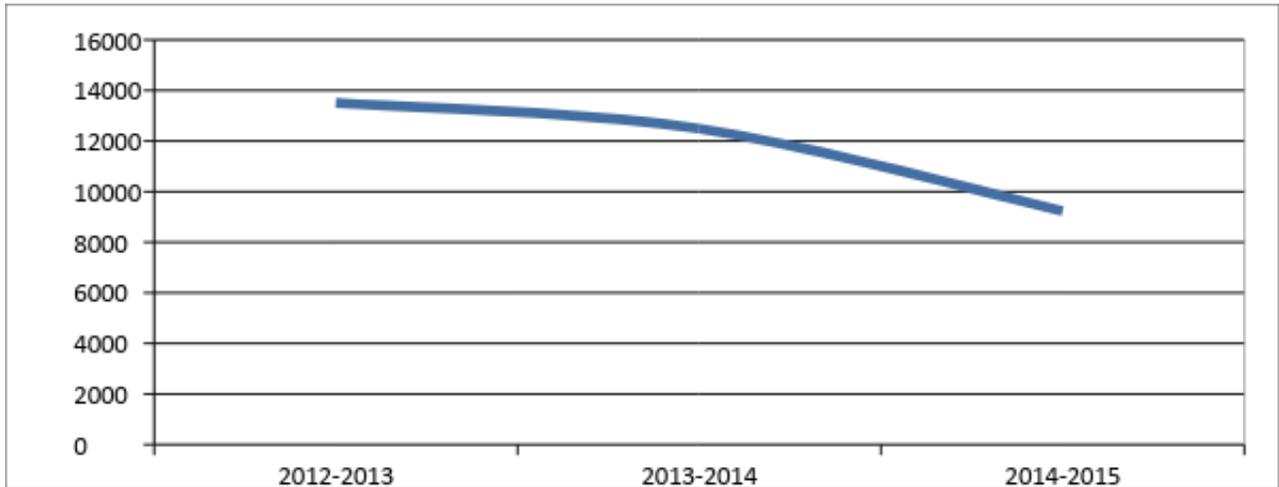
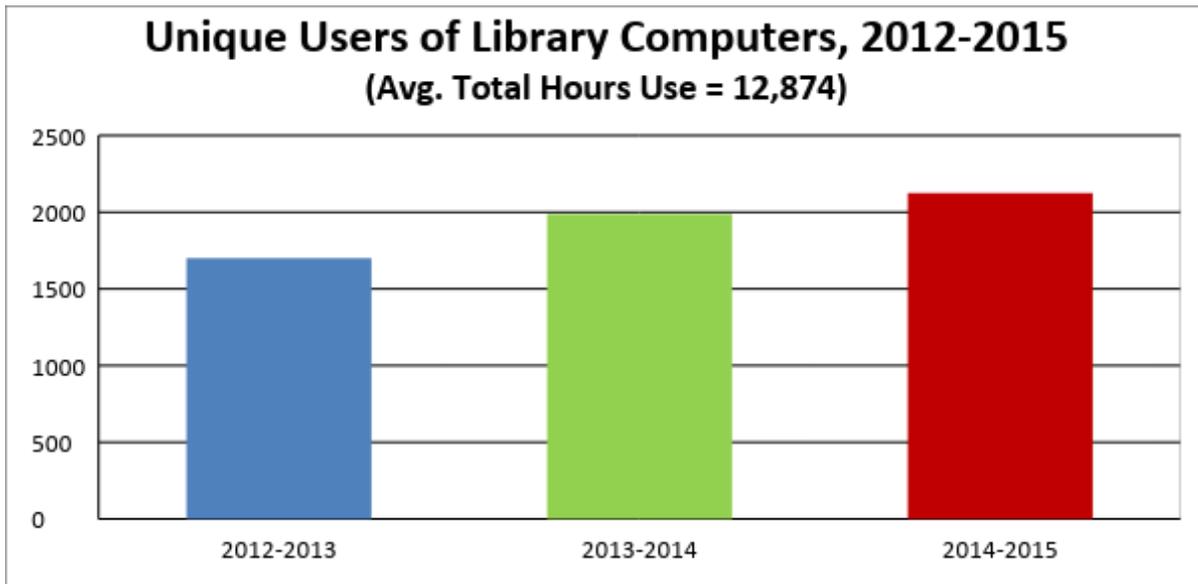


Figure 5b: Unique Users of Library Computers, 2012-2015



The dip in these transactions, furthermore, in no way negates the regular increase in use of electronic resources. This includes a 14% increase in overall use of our major databases from 2013 to 2014 and a 12% increase in use of those databases from 2014 to 2015 (see Fig. 6). And while overall circulation of print materials has remained relatively steady, the use of high-quality, academic e-books has continued to increase dramatically each year. From 2013 to 2014, there was a 25% increase in e-book use; from 2014 to 2015, there was a 40% increase (See Fig. 7).

Figure 6: Overall Database Usage

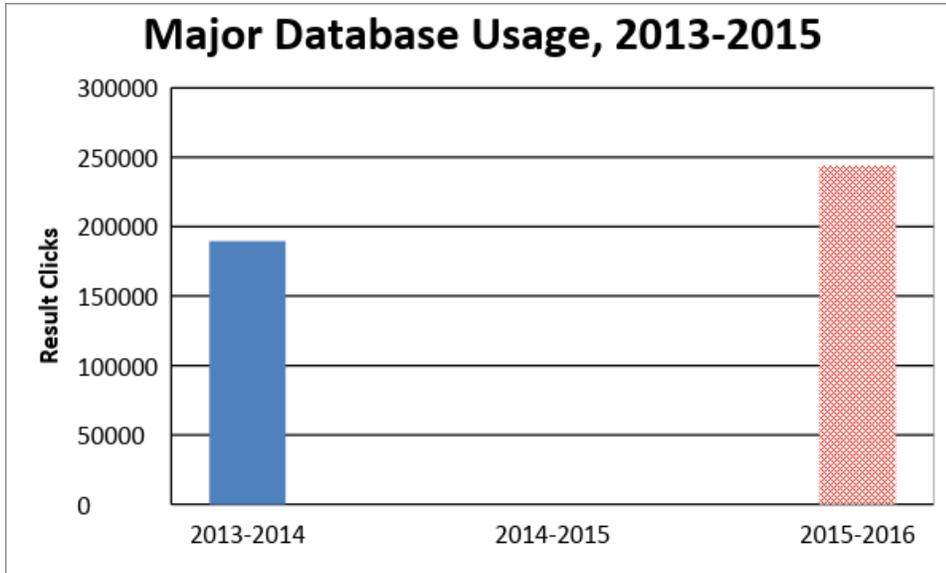
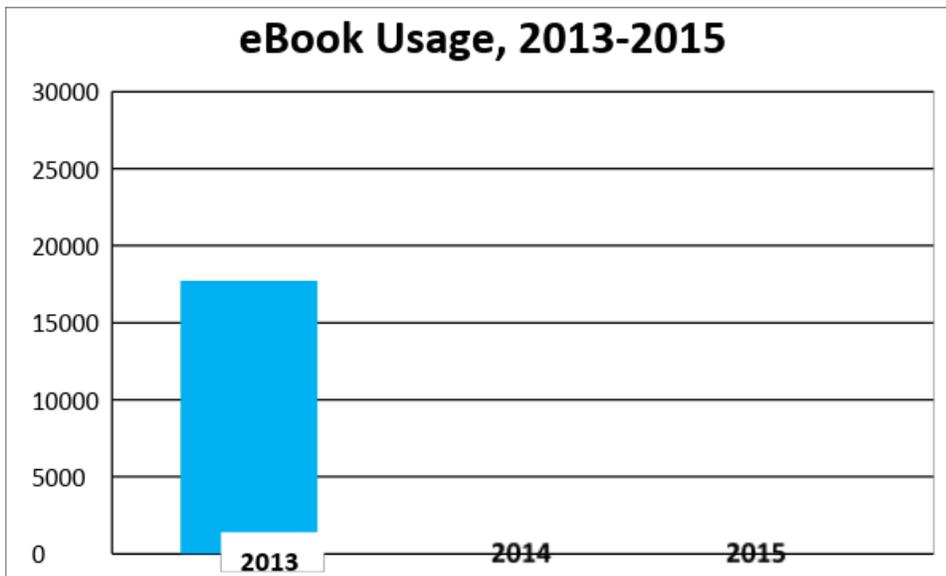


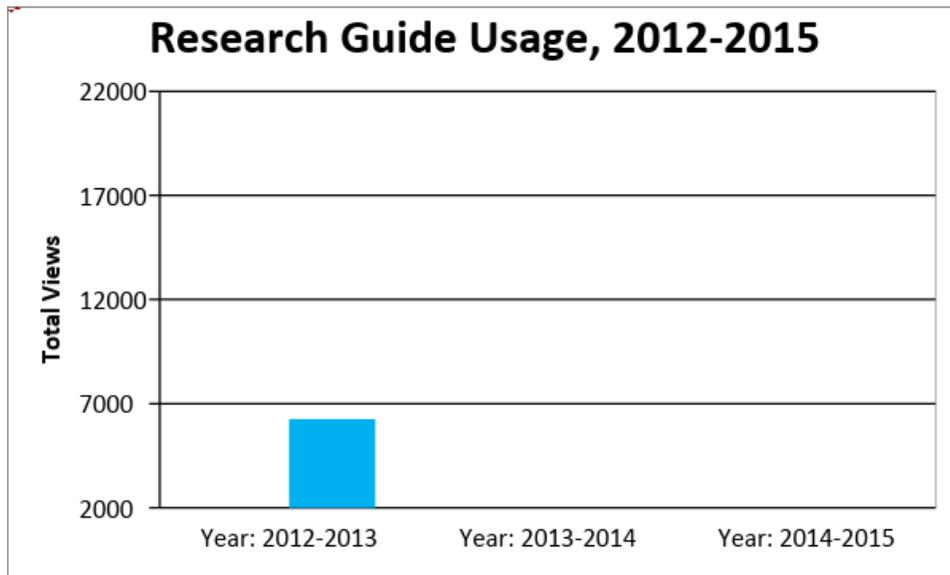
Figure 7: EBook Usage, 2013



The increases in the use of electronic resources correlate with other library program efforts. In 2012-2013, the library began a subscription to a “discovery” search tool, which allows for efficient searches across all our databases, including ebooks and the regular catalog. Keeping this search tool “tuned” requires regular back-end maintenance and communication with vendors, but searches deliver better results and novice searchers tend to find a wider variety of materials than used to be the case. Discovery tools keep evolving and are an important component of an academic library’s resources.

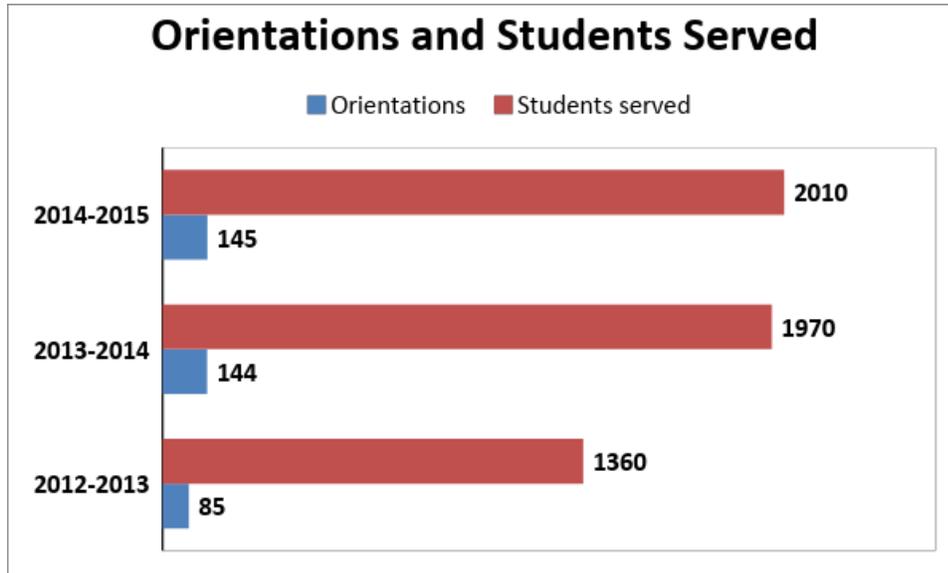
The second recent component in our program that correlates with increased use of electronic resources is the Library Research Guides. These online resource guides, built for individual classes and/or assignments, provide students a one-stop portal to access content specific to an assignment, often accompanied by tutorials in how to best use finding tools and create the kind of product the instructor is looking for. The research guides are built in collaboration with individual instructors; the guides are introduced to the students, and the instructor refers students back to the guide and frequently uses it with subsequent classes from year to year. The research guides were piloted in 2012-2013, and 30 were launched that year for just over 6200 views. The following year, 53 guides were used, but these were accessed at two and a half times the previous year’s rate, for a total of 16,100 views. In 2014-2015, 70 guides were in use; while rate of use flattened, nearly 15,000 views indicate students were making regular and repeated visits to these guides. See Figure 8 for a summary of results.

Figure 8: Research Guide Usage 2012-2015



A third element correlating with the increased use of electronic resources is the uptick in library orientations. These orientations are typically content, course and assignment-specific introductions to the access and use of relevant information resources and are frequently provided in combination with a Library Research Guide. In 2012-2013, library faculty provided 85 orientations in Gilroy, Hollister and Morgan Hill, reaching 1360 students. That number increased to 144 in 2013-2014, reaching approximately 1970 students, and to 145 in 2014-2015, reaching about 2010 students (Fig. 9)

Figure 9: Class Orientations and Students Served



Reference Services

According to the American Library Association, Reference services are defined as “information consultations in which library staff recommend, interpret, evaluate, and/or use information resources to help others to meet particular information needs.” Gavilan Reference Librarians also serve as consultants to students, staff, faculty and members of the public in interacting with college resources, iLearn and technology questions by students. Reference provides assistance and guidance in research, answers to simple questions as well as help with technology. Reference service is provided by professional Library Faculty each hour that the Library is open at the Gilroy campus location and online via chat, email and telephone. Since the last IEC report the Library has institutionalized chat reference, which allows students to get reference assistance virtually. In keeping with technology trends in the larger world chat reference use has increased while email and phone reference interactions have declined. The Library has also succeeded in institutionalizing 4 hours per week face-to-face reference at the remote campuses. Originally face-to-face reference service at the remote campuses was a pilot project funded by Title V.

On the main campus, faculty at the reference desk consistently assist students with all aspects of their information needs and participate in direct information literacy instruction with students on a regular basis. In the past two years, reference librarians have completed a reference interview form that indicates regular instruction about formulating research questions, choosing appropriate sources, evaluating sources, using specific search tools, considering additional

perspectives as part of the research, and organizing both question and results. These data show librarians routinely engage in all aspects of the research process, not just in helping students find information.

IID. Describe how your program coordinates with other programs on campus. Provide specific examples of how this collaboration has benefited students.

The library program coordinates with other programs in a variety of ways, and all of these collaborations result in the design and delivery of instruction and services that contribute to student success.

Collection development is based on careful examination of course SLO's and new course adoptions through the curriculum committee, numerous consultations with individuals and departments about resource needs, and systematic analysis and maintenance of an academic collection that also supports lifelong learning.

The Head Librarian attends English Department meetings with some regularity and has presented at department meetings and retreats on a variety of information literacy topics. The Head Librarian also headed an information literacy FIG and worked with English instructors to develop a one-unit information literacy course in support of English 1A. This course was piloted in 2014-2015 and has been approved by the curriculum committee as a permanent course, LIB 200.

The library program also works regularly with members of the Social Science department and continues to provide a non-credit information literacy course for psychology classes. The Head Librarian has met with department chairs and/or faculty from a wide range of disciplines, including biology, ecology, child development, sociology, history, anthropology, theater, music, art history, journalism, and others to provide both resources and information literacy instruction in these content areas. Library faculty are active participants with the following groups: Curriculum, Department Chairs, Academic Senate, Distance Education, Learning Council, and GCFA. Active involvement in college-wide efforts helps deepen relationships with the campus community and affords opportunities for new collaborations regularly.

Support is provided for all levels of undergraduate writing and research. These include online modules and online credit and non-credit classes discussing the building blocks of research reports and citation formats. The library faculty provide classroom lectures, live demonstrations in LI171, and library tours tailored to the needs of specific classes.

Librarians are available at both Hollister and Morgan Hill, although for just four hours per week at each site. The library's redesigned website offers both access and supports for its resources, and the Research Guides provide targeted assistance to students for specific assignments.

III. What specific accomplishments have occurred to support college level strategic initiatives during the past three years? What initiatives have been specifically developed to support success and retention? What were the specific, measured outcomes of these initiatives?

The strategies and goals referred to below are from Gavilan's strategic plans from the past three years.

Strategy #1, Goal #5: Evaluate alternate delivery of courses and services such as online, hybrid, and High Step. Grow distance education program offerings as appropriate.

In the past three years, the library program has increased its subscription database coverage by 20%. Through a combination of outright purchases and increased subscriptions, the Gavilan College community now has access to over 160,00 e-books, an increase of over 50% in the past three years. The Gavilan College Research Guides, customized research guides created by our library faculty, provide access to the best resources and tools for specific assignments. Subscription to a "discovery" search tool allows students to search across most of our databases, our e-books, and our print collection at once. 2013 was the first full year the library offered an educational film database. Circulation from this database has risen each year, and use is typically spurred by faculty assigning content from that database. The redesigned website provides a simpler, cleaner user experience. All of these factors contribute to steady rises in use of our digital resources—text and video-- as documented in previous sections.

STRATEGY #2: Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.

And Strategy 2, Goal #4: Evaluate student support services to identify successful strategies and remediate gaps that may hinder student success in accordance with instructional improvement goals.

In 2012-2013, a Faculty Inquiry Group (FIG) convened to explore collaborative models in which English teachers and library faculty work together to accomplish information competency goals. The first phase of this work was to develop a sustainable information competency curriculum connected to English 1A. As a course required for transfer or terminal degree, the goal was to create a strong information competency course that would establish a baseline skill level for students who successfully complete English 1A. This course was approved by the curriculum committee as a pilot for the 2014-2015 year. After the first iteration library and English department met to discuss its progress. Assessments led to curricular adjustments, and SLO's were modified, and after two semesters, the pilot was adopted as a permanent course, LIB200..

The creation of the Learning Commons has afforded significant opportunities for the library

program 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 have received specific information literacy training as part of their tutor training during the year, and just prior to the Spring 2016 semester, over 30 SI's and tutors attended a six-hour retreat over two days to receive training connecting their work as writing tutors to information literacy goals. There is an easy cooperation among staff members in the library and the Learning Commons, and we are discovering ways to support each other in our work and deepen our collaborations. As Learning Commons staffing and activities increase with the new Title V grant infusion, library faculty and staff will support these efforts in new ways. For example, a group of instructors has begun to assign creation of infographics as part of their research assignments. Development of these assignments has occurred in collaboration with librarians, and a librarian typically provides some whole-class instruction, supported by Learning Commons tutors who have some training related to the assignment. Such assignments require some familiarity with the research process, an ability to identify a central focus or idea, the selection of the most important data to support that idea, understanding of a variety of organizational patterns, and other skills typically associated with college-level writing. In addition, such assignments include the need to graphically represent ideas, to access public-domain content, and to use some technology tools. Learning Commons tutors have been instrumental in supporting all aspects of these assignments, assisting students with simple technology needs as well as facilitating the critical thinking skills. This is the kind of additional intervention and support the Learning Commons can provide to raise the level of thinking and output from students. Without tutor support, such an activity may never be attempted by an instructor, because there would not be enough time in a class period to reach all students. In this model, librarians, tutors, and Learning Commons staff work alongside the instructor to support students through their work.

STRATEGY #2 Goal 3: Support professional development for faculty in order to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses. Foster and recognize instructional innovation and excellence.

Since 2012-2013, library faculty has led professional learning workshops, brown-bag discussions, department workshops, and retreats on information literacy-related issues. A Fall 2012 presentation to the English Department led to further exploration of information literacy issues and the creation of an information literacy FIG examining the information behaviors and practices of our students. Library faculty facilitated an English Department retreat exploring connections among reading, writing and research processes and ways to integrate those connections into curriculum. College Hour presentations on "Scholarship as a Conversation"

attracted a cross-disciplinary group of instructors who considered how information issues were similar to and different from those in other disciplines.

Strategy 2, Goal 2: Use student learning outcomes assessment results to inform program plans and make program improvements.

All credit and non-credit course offerings have current SLO's and are evaluated according to schedule. The LIB200 instructors from fall semester are compiling data from their classes in preparation for a discussion of the course and changes that may be made. Other courses taught by individual instructors have their SLO's evaluated and curriculum is modified on an ongoing basis.

Strategy 2, Goal #6: Provide appropriate technology and support for teaching, student success, and administrative services.

The Gavilan Research Guides provide a platform to make resources more easily accessible. See data above for levels of use. Similarly, the discovery search tool (OneSearch) provides a mechanism for students and faculty to search across databases, eBooks and our library collection in a single search, leading to more efficient and more productive location of quality information.

In the Spring of 2015, the library program applied for and received funding to create a new space in the library for desktop computing, nearly doubling capacity. See usage statistics in part C.

Goal #5 Create gathering spaces so students and staff may engage in scholarly interaction

After a systematic usage survey completed in the fall of 2014, a need for additional group study areas in the library was identified. When new carpet was installed, the library faculty weeded the archival collections, periodicals, and reference section and consolidated these, creating additional space in what was the quiet study room for several tables for group study. Promotional activities are in the works at this writing to advertise the availability of this space for work on group projects and study.

IIF: How has the service or program supported student success and retention over the past three years? What initiatives have been specifically developed to support success and retention? What were the specific, measured outcomes of these initiatives?

In 2014-2015, an assessment we began at the reference desk demonstrated the power of library faculty interventions in students' work, indicating how frequently these interventions help students learn to identify their research questions, break them down into smaller categories, and develop strategies for approaching their research. While reference interviews also frequently include instruction in how to find things, our assessment shows library faculty help students

engage in research at a deeper level. Because our staffing is limited, we are looking for ways to increase this influence beyond the reference desk. One effort toward this goal is to develop a “research assistant” training module for supplemental instructors and tutors. Other colleges who use this peer to peer model report both increased skills and increased student contacts with reference librarians.

Another initiative specifically designed to support success and retention is the textbook reserve program. In 2014-2015, the library was awarded \$23,000 for substantial upgrading of our core collection of textbook reserve materials. An additional \$7500 was awarded for Fall 2015. Library staff as met with other programs on campus to assess what was currently happening with textbook loans outside the library; the institutional researcher prepared a report that identified most popular courses taken by BOG fee waiver students by discipline, at night and at the off-sites. The library purchased nearly 200 unique titles, plus additional copies of high-demand textbooks. This infusion of money also allowed purchase of small reserve collections for Morgan Hill and Hollister. Spring 2015 data indicate nearly 600 circulations of these materials, and survey results indicated a high percentage of students who said they could not have completed class assignments without the reserve materials, which suggests two probabilities: first, that students who said this may not have textbooks due to economic hardship, and second, that the provision of this service contributes to student success.

II G. If appropriate, are all aspects of your program’s services available to students who may be online only? If they are not available, what is your plan to offer these services? If you are offering these services, what evidence do you have that they are of comparable quality to in-person services?

Library services are available both in person and virtually. The library web page and Research Guides offer students not only resources for their academic work, but support in using those resources and in completing other information literacy-related assignments.

Statistics from three key areas indicate students take advantage of library services digitally: Research Guide usage, database usage, and eBook usage. In all three areas, far more students access these than physically visit the reference desk or participate in a face-to-face orientation.

III H: How has the staffing changed during the past three years?

While no additional staffing has been added, part-time hours have increased by six hours to provide additional support for the reference desk; additional assignments have been given to current faculty to teach the LIB 200 course. This semester, there are three sections of LIB 200.

III i: Budgetary allocations over past 3 years

	2012-2013	2013-2014	2014-2015
Library materials and databases			
General Fund	78121	13566	7011
IELM	0	64890	90000
Grants	0	8773	0
Instructional supplies	3629	4171	4281
Equipment	8631	3383	1901
Travel	0	0	0
Part-time faculty	91543	66600	69264

III. Instructional Program

The tables below indicate top code, enrollment, FTES, success and retention rates.

Library 3				
Top Code: 160100				
Academic Year	11/12	12/13	13 / 14	14 / 15
Enrollment	31	23	23	23
Sections	3	2	3	2
Avg. Class Size	10	12	8	12
FTES	0	0	0.65	0
Avg. FTES/FTEF	0	0	49.8	0
Retention	74.20 %	78.30 %	78.30 %	69.60 %
Success	61.30 %	69.60 %	73.90 %	60.90 %

LIB99 (Now LIB200)	
Top Code: 160100	
Academic Year	14 / 15
Enrollment	247
Sections	10
Avg. Class Size	25
FTES	4.01

Avg. FTES/FTEF	172
Retention	66.40 %
Success	47.00 %

Using data reported from four of six instructors teaching the course in the Fall of 2015, the retention and success rates have risen somewhat

Total students at first census enrolled in LIB99: 187

Number who completed course with a grade (retention): 130 (70%)

Number receiving a grade of C or better (success): 88 (68%)

Satisfactory completion of SLO's among those who completed benchmarks: 92%

LIB140				
Top Code: 123000				
Academic Year	11/12	12/13	13 / 14	14 / 15
Enrollment	9	22	11	9
Sections	1	1	1	1
Avg. Class Size	9	22	11	9
FTES	0	0	0.71	0
Avg. FTES/FTEF	0	0	164.4	0
Retention	88.90 %	90.90 %	72.70 %	33.30 %
Success	66.70 %	72.70 %	54.50 %	33.30 %

LIB140 is for Allied Health students, and as can be seen, the numbers fluctuate from year to year and retention and success rates are influenced strongly by the small numbers.

Overall Statistics for Library Courses				
Academic Year	11/12	12/13	13 / 14	14 / 15
Enrollment	51	51	40	285
Sections	23	20	25	31
Avg. Class Size	2	3	2	9
FTES	0	0	1.36	4.01
Avg. FTES/FTEF	0	0	39.2	107.5
Retention	72.50 %	78.40 %	77.50 %	65.30 %
Success	58.80 %	62.70 %	70.00 %	47.40 %

A major focus in the past three years has been the development of an information literacy course to be taught in a learning community with English 1A. Although some sections have been taught in a hybrid setting, the course was designed to be completed fully online. The goals were to establish a baseline expectation of information literacy among students seeking a degree or transfer, to develop a curriculum that helps students more successfully complete the major research they undertake in English 1A, and to build skills and processes that enable students to continue to develop their information literacy skills beyond community college. Students use the content of their English 1A course to work through the information literacy units; the culminating project for the course is an annotated bibliography that is completed just as they are ramping up work on their research paper for English 1A. Each semester, changes to the curriculum have been made based on feedback from students and instructors. Results have been mixed, and the lack of institutional research support has limited our analysis somewhat. This is a work in progress; a significant barrier appears to be the online learning environment. Revisions to the curriculum continue, and communication continues with the English Department about how to proceed.

III. Provide an overview of how budget allocations have changed over the past three years.

The trend across libraries is away from print and toward digital resources, and the library program here is no exception; almost all new reference material is purchased in ebook format, and ebook purchases constitute at least 25% of all book purchases. Databases make up the greatest percent of our resource expenditure—about 70% of our budget for all resources. Our contracts for maintaining our integrated library system (ILS)—the public catalog, the circulation system, the cataloging and reporting features and other back-end components of our operation—will show a significant increase as we move to replace what is rapidly becoming an

unsupported system. There is some push toward a statewide purchase of such a system, but in the absence of that solution, our annual ILS contract cost of approximately \$7,000 may even triple.

III. Provide a comparison of other colleges’ services and staffing.

Comparing libraries is somewhat difficult; colleges with similar FTES to Gavilan have markedly different demographics; those with similar demographics are generally not the same size. Below is a list of basic characteristics of Gavilan Library and the libraries from the three nearest neighbor community colleges. Note that Gavilan is the only library with no study rooms, has less than half the square footage of the next smallest library, has the least technology available to students, has the lowest level of staffing, and the lowest total budget, although we are open hours similar to our neighbors. Despite these data, the trend is upward for Gavilan. We call our program “lean and mean” and “growing.” Nevertheless, an additional full-time librarian would help us better achieve our goals.

College	Cabrillo	Hartnell	Monterey	Gavilan
FTES	10150	7046	6240	4944
Total Square Feet	44,748	40362	67,500	15,500
Study Rooms	15	17	21	0
Computer Workstations	63	241	139	22
Expenditures Total	130,235	151,893	102,775	73,956
Librarian FTEF	5.5	3.65	5.26	3.2
Paraprofessional/Classified Staff FTE	5.5	6.9	9.88	4
Faculty/Staff Total FTE	11	10.55	15.14	7.2
Hours Open, Main Term	55	64	52	55

III. Trends Affecting Program

IIIA. Briefly describe program's strengths and challenges.

Gavilan Library as Third Space

In 1999 Ray Oldenburg coined the term “Third Place” as short hand for that place, other than home and work, which provides an informal, welcoming environment to gather and find community (Oldenburg 16). Susan Montgomery (2011) 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. 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. In keeping with the Gavilan Principles of Community, the library program has worked to foster an inviting atmosphere by introducing community-building activities such as library displays, finals week stress relief events, and Fuel Up for Finals. In the Spring of 2015, library staff hosted a California Humanities traveling exhibit entitled “War Comes Home” and hosted a companion exhibit of war photography from a former student and veteran who has had his work published in *National Geographic*. Efforts are also made, within limits of current architecture and furniture, to provide comfortable spaces to pursue projects as individuals and in groups. In the intersession of 2015-2016, new carpet was installed in the library—a significant contribution to the comfort of the space. One strength of the library program is its faculty and staff commitment to the library as an important community space. Survey data from several years indicates students are comfortable and find the library space inviting; students also find library faculty very helpful in pursuit of their academic goals.

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 page 2 / 16 LIT: Library Academic Year 2015-16 Community Space in a Time of Fiscal Restraint," College & 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.

Through an inquiry project that surveyed students at all three sites, and through an observational survey of seating in the library, a need for more collaborative study spaces was identified. During the re-carpeting, library staff weeded the reference collection significantly and reduced its holdings of archival periodical materials. The result is the creation of a new collaborative study space in what was the Quiet Study Room. This area is a flexible space that can also be used for author presentations and other library-sponsored events. In late February, for example, the library will be sponsoring a "Black Lives Matter" event in collaboration with English Department faculty. While there is now a section of the library dedicated to quiet study, we continue to seek a more quiet space for those patrons who need to be insulated from noise when studying.

Another strength of the library program is its commitment to information literacy goals institution-wide. Collaborations with Allied Health in both credit and non-credit courses have infused that curriculum with information literacy content geared toward the health sciences. Over the past several years, there have been collaborations with child development, political science, and psychology instructors to provide non-credit information literacy experiences in a variety of courses. The collaborations with the English department have resulted in the creation of a permanent course, LIB200, that supports English 1A. Professional learning on information literacy topics has been ongoing, and all these efforts have resulted in an increased profile for information literacy issues among faculty on our campus. Currently, our faculty is mapping existing Student Learning Outcomes across the curriculum to the national information literacy standards from the Association of College & Research Libraries. The data from this project will help us have an institutional conversation about what we are doing to build information literacy skills institutionally--including a look at what we're emphasizing, what we need to give more focus, and how we can create some institutional measures for these skills.

Finally, the library program has actively sought partnerships with other campus groups. The creation of the Learning Commons was a direct result of the partnerships between the library program and the Writing Center, sharing the goal of providing robust academic support. The philosophy and vision of the Learning Commons began with that collaboration. The library program is working with Learning Commons faculty and staff to provide a new model of academic support that integrates such support with both classroom instruction and student services.

The library program faces three major challenges. First is the need to modernize the physical space. The new carpet this year is a significant improvement. We do need to continue our efforts to modernize by replacing old and broken-down furniture. The lack of air conditioning in the

main area of the library continues to pose a significant challenge during warm months. There are whole weeks during which working or studying upstairs is impossible after 9 a.m., and the goal of providing a warm and welcoming space for students to work independently, in groups, or with professional support is simply defeated by the fact that it's too hot in the space to concentrate. The need for air conditioning has been pointed out in each of the last five program plans and in the last program review.

Second, as students' use of personal devices grows and new computer applications and use of video and other high bandwidth programs proliferate, and as we repurpose spaces for additional computer-related uses, the demand on our wired and wireless infrastructure continues to increase. Without significant infrastructure investment, the library will not be able to support the kind of 21st century learning activities that already make us a hub of learning for students, faculty, staff and community.

A third challenge is a product of our own success. As we increase our profile and activity, and as the library faculty become more active in the activities of the Learning Commons, the need for instructional librarian faculty increases. We see a need to grow this portion of our program to meet growing demand for instructional services. In the past two years, whole-class orientations have increased by 71% from 85 to 145; the number of students served in those orientations has increased by 48%, from 1360 to 2010. Behind each of these orientations are typically several conversations between librarian and instructor, often including a collaborative creation of a research guide specifically tailored to that class and assignment. Such collaborations require a constant networking with faculty to build the kind of relationships that lead to successful support for student achievement. The lack of a third full-time librarian has been a barrier to the kind of flexibility our staff needs in order to build our network and relationships with faculty.

As mentioned earlier, if the state supports a system-wide Integrated Library System (ILS), we will actually see a significant cost saving; however, if a statewide buy does not occur, we will be forced to seek a replacement for our old ILS in the next few years. Because we were part of a cost-saving consortium in which a major partner--Cal State Monterey Bay-- is now leaving, we anticipate an increase in cost of up to triple the current cost of \$7,000 per year.

Finally, the greatest challenge is our pursuit of institution-wide information literacy goals. The LIB200 class is a step toward that goal, but there is much work to be done toward that goal. We are responding to this challenge on multiple fronts—working with the Learning Commons, interacting with departments, building online modules that students can receive “badges” for completing, revising our current courses, learning more about the information literacy already

addressed through other departments' SLO's—but this an ongoing challenge faced by all academic library programs.

IV: Program Learning Outcomes (PLO's):

Outcome	Assessment/ Measurement	Result	Use of Results
Students will use information technology tools to locate, retrieve, organize, and present information.	Database and circulation data, student survey on computers and laptop use, pre- and post-test data from library instruction sessions.	Database and ebook has increased over previous years, indicating students continue to use these tools to locate resources for their research needs. We did not develop pre-and post-tests for orientations.	Continue to request funding for databases and ebooks; shift some funding away from print to electronic resources
Students will increase their ability to state a research question, problem or issue.	Student survey data about reference library services; pre- and post-test data from library instruction sessions.	Did not develop useful pre- and post-tests for orientations. Reference desk form showed students were routinely learned to better state their research question with support and instruction from the reference librarian.	Work with Learning Commons staff to train tutors and SI's to facilitate development of research questions.

<p>Students will determine information requirements for the research question, problem or issue.</p>	<p>Student survey data about reference library services; pre- and post-test data from library instruction sessions.</p>	<p>Did not develop useful pre- and post-tests for orientations. Reference desk form showed students could produce ideas about the information requirements for a research question when prompted, but that it generally did not occur to students to think about what kind of information might best address the information need.</p>	<p>Work with Learning Commons staff to train tutors and SI's to facilitate articulation of the type (e.g., book, newspaper article, academic journal, etc.), and quantity of information for an information need.</p>
<p>Students will use the library's reserve course materials to assist them in their course work.</p>	<p>Reserve materials circulation statistics, student surveys about reserve services.</p>	<p>Reserve circulations more than double from fall 2014 to fall 2015 and increased by more than 40% from spring 2015 to fall 2015.</p>	<p>Continue to seek funding for reserve textbook circulations; work to increase circulations at off-sites, and create more promotional materials to advertise these services.</p>

Student Learning Outcomes by Course:

Non-credit:

LIB736: Develop a Topic:

Program Outcome	Outcome	Assessment/ Measurement	Result	Use of Results
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<p>Students will increase their ability to state a research question, problem or issue.</p>	<p>Develop a thesis statement or research question that is researchable and narrowed for a 5-8 page paper.</p>	<p>Exercises, quiz</p>	<p>99% of students were able to correctly identify effective thesis statements from a list provided. 91% of students were able to correctly differentiate between types of thesis statements (argumentative, analytical, expository). 98% of students were able to develop a "working" thesis statement for their Psyc topic, and find at least 1 relevant scholarly article based on this thesis.</p>	<p>No change</p>
<p>Students will increase their ability to state a research question, problem or issue.</p>	<p>Employ concept mapping to visualize structuring and presenting supporting arguments for a writing assignment.</p>	<p>Exercises, quiz, self-assessment</p>	<p>99% of students were able to correctly identify the topic sentence from provided paragraphs. 99% of students were able to correctly delineate the structure of a research question, thesis statement, paragraphs of supporting evidence, topic sentences, and methods for presenting evidence effectively.</p>	<p>No change</p>
<p>Students will increase their ability to state a research question, problem or issue.</p>	<p>Identify "researchable" topics.</p>	<p>exercise, quiz</p>	<p>96% of students were able to effectively employ essential library database search tools to find relevant articles on their potential Psyc research topic. 95% of students were able to effectively employ advanced search strategies in library and Web databases to find relevant articles on their potential Psyc research topic.</p>	<p>No change</p>

<p>Students will determine information requirements for the research question, problem or issue.</p>	<p>Cite from a variety of sources (e.g., journals, books, ebooks, web pages, etc) using correct MLA or APA format.</p>	<p>Exercises, quiz</p>	<p>99% of students were able to successfully use the auto "Cite" tool in a library database to create properly-formatted APA and MLA bibliographic citations for journal articles. 93% of students were able to identify a correctly-formatted APA in-text citation for a book.</p>	<p>No Change</p>
<p>Students will determine information requirements for the research question, problem or issue.</p>	<p>Determine the reliability and relevancy of information sources, e.g. identify peer-reviewed journal articles, primary and secondary sources, and the credibility of web resources.</p>	<p>Evaluation exercises, quiz</p>	<p>99% of students successfully identified the most relevant and reliable resources for finding empirical articles via the library and free Web. 97% of students effectively described how to use a library database to find and identify an empirical article. 96% of students correctly distinguished a magazine from a peer-reviewed journal. 71% of students correctly identified a "primary" source.</p>	<p>No change</p>

LIB740: Info Comp: Nursing Assistants

<p>Program Outcome</p>	<p>Outcome</p>	<p>Assessment/ Measurement</p>	<p>Result</p>	<p>Use of Results</p>
<p>AS in Health Science Demonstrate understanding and evaluation of research methods</p>	<p>1) Recognize and understand terminology that applies to the storing and</p>	<p>online module exercises, quizzes</p>	<p>Approximately 20% of students don't understand the terminology of online databases</p>	<p>Rewrite Lesson #5 and quiz #5 to make questions less confusing.</p>

in Health Science	retrieval of information.			
AS in Health Science Demonstrate understanding and evaluation of research methods in Health Science	3) Design and modify search strategies, and evaluate search results. ILO: 3, 7	online module exercises, quizzes	Approximately 30% of students don't understand Boolean logic and strategies for refining searches.	Rewrite Lesson #3 to include practice questions and explanations of search strategies.

LIB741: Info-Comp Life Cycle

Program Outcome	Outcome	Assessment/ Measurement	Result	Use of Results
AS in Health Science Demonstrate understanding and evaluation of research methods in Health Science	1) Recognize and understand terminology that applies to the storing and retrieval of information.	online module exercises, quizzes	Approximately 20% of students don't understand the terminology of online databases	Quiz #6 limited access databases. Add better explanation in module 6
AS in Health Science Demonstrate understanding and evaluation of research methods in Health Science	3) Design and modify search strategies, and evaluate search results. ILO: 3, 7	online module exercises, quizzes	Approximately 20% of students don't understand Boolean logic and strategies for refining searches.	Quiz #6 Boolean operators. Add practice to Module 6

<p>AS in Health Science Demonstrate understanding and evaluation of research methods in Health Science</p>	<p>2) Distinguish among databases for various formats such as books, periodicals, and online resources. ILO: 3, 7</p>	<p>online module exercises, quizzes</p>	<p>Approximately 20% of students don't understand the terminology of online databases</p>	<p>Quiz #4 Book databases. Add better explanation in Module 4</p>
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LIB 742: Info Comp: Nutrition

Program Outcome	Outcome	Assessment/ Measurement	Result	Use of Results
<p>AS in Health Science Demonstrate understanding and evaluation of research methods in Health Science</p>	<p>1) Recognize and understand terminology that applies to the storing and retrieval of information. ILO: 3, 2, 7</p>	<p>online module exercises, quizzes</p>	<p>Approx. 57% of students were successful in understanding terminology</p>	<p>Rewrite lessons 2, 3 and 7, modify quiz #7.</p>
<p>AS in Health Science Demonstrate understanding and evaluation of research methods in Health Science</p>	<p>2) Distinguish among databases for various formats such as books, periodicals, and online resources. ILO: 3, 7</p>	<p>online module exercises, quizzes, forum discussions</p>	<p>Approx. 66% were successful in distinguishing between formats and databases.</p>	<p>Modify Quizzes 4, 7 and 8, rewrite lessons for Modules 4, 7 and 8</p>

<p>AS in Health Science Demonstrate understanding and evaluation of research methods in Health Science</p>	<p>3) Design and modify search strategies, and evaluate search results. ILO: 3, 7</p>	<p>online module exercises, quizzes</p>	<p>Approx. 58% of students were successful in completing quiz and exercise questions regarding search strategies and evaluation of results.</p>	<p>Modify Quiz #4, Quiz #5, rewrite lessons for Modules 4 and 5.</p>
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Credit Courses

LIB3

Program Outcome	Outcome	Assessment/ Measurement	Result	Use of Results
<p>Students will determine information requirements for the research question, problem or issue.</p>	<p>70% of students will complete a properly formatted series of MLA citations in an annotated bibliography.</p>	<p>Final Project: average of 3 categories</p>	<p>73% of students submitted an annotated bibliography. Of those submitting, 91% were successful (properly-formatted with appropriate sources).</p>	<p>Students submitting the annotated bibliography did very well. Goal: Increase completion rate.</p>

LIB140/AH140

Program Outcome	Outcome	Assessment/ Measurement	Result	Use of Results
	<p>1. Differentiate among the different tools of</p>		<p>92% of students completed this assessment. Of</p>	<p>Add more information on</p>

	<p>popular browsers and demonstrate the ability to navigate the Internet. ILO: 2, 3,7,5 Measure: Worksheet, forum posting</p>		<p>those, 100% were successful (17% met expectations, while 83% exceeded expectations).</p>	<p>different browsers.</p>
	<p>2. Evaluate URLs for websites to determine origin, currency and reliability, and assess the value of different sources in answering specific research problems. ILO: 7,2,3,6 Measure: Worksheet, forum postings, final project, final exam</p>		<p>100% of students completed this assessment. Of those, 100% were successful (100% exceeded expectations).</p>	<p>No action needed.</p>
	<p>3. Determine search strategies that are efficient for specific research problems, and modify strategies according to results ILO: 7,3,6 Measure: Worksheets, forum postings, final project</p>		<p>92% of students completed this assessment. Of those, 100% were successful (17% met expectations, while 83% exceeded expectations).</p>	<p>No action needed.</p>

	<p>4. Determine best sources (Internet sites, periodicals, books, etc) to answer specific research problems ILO: 7,3,2 Measure: Worksheets, forum postings, final project</p>		<p>85% of students completed this assessment. Of those, 100% were successful (100% exceeded expectations).</p>	<p>Increase completion rate.</p>
<p>Students will determine information requirements for the research question, problem or issue.</p>	<p>5. Differentiate between popular and scholarly sources of information, and be able to apply this knowledge to specific research problems. ILO: 7,3,2 Measure: Worksheets, forum postings, final project</p>		<p>77% of students completed this assessment. Of those, 100% were successful (10% met expectations, while 90% exceeded expectations).</p>	<p>Increase completion rate.</p>
	<p>6. Construct search strategies using appropriate commands for the information retrieval system selected ILO: 7,3,2 Measure: Worksheets, final project</p>		<p>77% of students completed this assessment. Of those, 100% were successful (100% exceeded expectations).</p>	<p>Increase completion rate.</p>

	<p>6. Construct search strategies using appropriate commands for the information retrieval system selected ILO: 7,3,2 Measure: Worksheets, final project</p>		<p>77% of students completed this assessment. Of those, 100% were successful (100% exceeded expectations).</p>	<p>Increase completion rate.</p>
	<p>7. Assesses the quantity, quality and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized ILO: 7,3,2 Measure: Worksheets, final project</p>		<p>85% of students completed this assessment. Of those, 100% were successful (100% exceeded expectations).</p>	<p>Increase completion rate.</p>
<p>Students will determine information requirements for the research question, problem or issue.</p>	<p>8. Differentiate between the types of sources cited and be able to use the elements and correct syntax of a citation for a wide range of resources. ILO: 7,3,2 Measure:</p>		<p>85% of students completed this assessment. Of those, 100% were successful (100% exceeded expectations).</p>	<p>Increase completion rate.</p>

	Worksheets, forums postings, final project			
Students will determine information requirements for the research question, problem or issue.	<p>9. Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias</p> <p>ILO: 7,3,2</p> <p>Measure: Worksheets, final project, final exam</p>		85% of students completed this assessment. Of those, 100% were successful (100% exceeded expectations).	Increase completion ratei

LIB200 (Formerly LIB99)

<u>Program Outcome</u>	Outcome	Assessment/ Measurement	Result	Use of Results
	Students will list the basic stages of the research process and write a personal reflection about the way he/she	Short writing assignment and a graphic of how they go through the research process.	95% of students were able to connect their own research experience to the research process.	Look for ways to have students check in in an authentic way about where they are in the research process.

	engages in that process.			
Students will increase their ability to state a research question, problem or issue.	Students will develop a research topic into a focused research question by broadening or narrowing and by confirming appropriate resources are available.	Written research questions, bibliographies of potential resources, graphic organizers for shaping research topics into questions.	90% of students developed a suitable research topic, with much coaching.	Work with Learning Commons staff to train tutors to support this process.
	Students will use a systematic method to take notes for research.	Research notes	Not assessed	Drop from curriculum
Students will determine information requirements for the research question, problem or issue.	Using the library catalog, students will demonstrate basic search principles such as Boolean searches and standard limiters to locate books and reference resources related to their research question.	Annotated bibliography	70% of students referenced a suitable book or ebook in their annotated bibliography.	Explore ways to help instructors create meaningful opportunities for students to use print resources for their research.
	Students will construct search strategies using appropriate commands for the information retrieval system selected.	Quizzes, search histories	85% of students demonstrated advanced searching strategies through their search histories.	A video screen-capture of the process helped students understand this more clearly.

<p>Students will determine information requirements for the research question, problem or issue.</p>	<p>Students will differentiate between popular and scholarly sources of information and apply the knowledge to specific research problems.</p>	<p>bibliography, annotated bibliography, quiz</p>	<p>85% of students turning in an annotated bibliography used appropriately academic sources.</p>	<p>Revise lessons on scholarly vs. popular sources.</p>
<p>Students will determine information requirements for the research question, problem or issue.</p>	<p>Students will assess the quantity , quality and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized.</p>	<p>search histories, quizzes</p>	<p>Not discussed as a group</p>	
<p>Students will determine information requirements for the research question, problem or issue.</p>	<p>Students will examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view bias.</p>	<p>written exercises, quizzes, bibliographies</p>	<p>75% of students turning in an annotated bibliography showed appropriate evaluation of open web resources in their choice of resources.</p>	<p>Revise the web evaluation lesson.</p>
<p>Students will determine information requirements for</p>	<p>Students will differentiate between the types of sources</p>	<p>bibliographic citations, quizzes</p>	<p>95% of students completing an annotated bibliography</p>	<p>no change</p>

the research question, problem or issue.	cited and be able to use the elements and correct syntax of a citation for a wide range of resources.		correctly distinguished in their MLA citations among types of citations.	
Students will determine information requirements for the research question, problem or issue.	Students will create an annotated bibliography that includes resource types that best help address the research question, summarizes the relevant content of each source, and follows standard citation conventions.	annotated bibliography	92% of students completing an annotated bibliography did so with at least 70% competency.	Revise curriculum so a larger percentage of students complete course with a passing grade and a passing annotated bibliography.

Discussion of LIB200 Data

Results from the LIB200 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 completion rates, based on data from GIDS. The turnover in institutional research staff has hampered our ability to pull data about retention and success rates in the LIB200/ENG1A partnerships in comparison to students who take English 1A alone. From the data available, it appears that the course has been helpful to those who already have college-level skills and can make clear connections between the information literacy curriculum and the English 1A goals. Pre- and post-test self-assessments of information literacy skills indicate the course does help students develop significant skills. However, the LIB200 course has not shown strong benefits to struggling students in their performance in ENG1A. The lack of clear success in this course requires library faculty to re-assess its strategies for achieving some kind of equitable information literacy. Library faculty continue to meet with English Department representatives to explore revisions to the LIB200 course and to consider other

options for information literacy instruction. Other details of these options are detailed in the 2015-2016 program plan.

To come: SLO reporting for AH140/LIB140 and LIB3.

VA: Goals and objectives for next 3-5 years that address needs and trends, SLO assessment results:

Objective 1: Increase student success in information competency.

Objective 2: Support institutional commitment to the teaching and learning of information competency across the curriculum.

Objective 3: Build a robust core collection of textbook reserve materials and secure an ongoing funding stream to maintain it.

Objective 4: Continue to improve the physical space to provide a) more collaborative work spaces supported by both technology and staffing; b) a college community gathering space consistent with the philosophy of the library as a “third place”; c) quiet spaces for independent study and research.

Objective 6: Improve technology infrastructure throughout library building.

Objective 7: Continue to develop a genuine professional learning community among library faculty and staff.

Objective 8: 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.

VB: Current Program Plan

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. To this end, the library program has for the past year been piloting LIB99, a one-unit course designed to support and deepen the research component of English 1A and other transfer level courses, and to establish a baseline of information literacy for all students who earn a degree or transfer from Gavilan. LIB99 was recently approved by the Curriculum Committee as a permanent course, LIB200.

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. Historically, LIB736 noncredit modules have supported Psychology 10 and 11, and a range of Political Science and Child Development courses. Over the past year, LIB736 was only offered with Psychology 10 and 11, Additional non-credit courses have supported Allied Health 3, 11 and 180 for several years.

Results from the LIB99 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. We are working with the institutional researcher to assess the success of students in their English 1A class and beyond when they take LIB99. The lack of clear success in this course requires library faculty to re-assess its strategies for achieving some kind of equitable information literacy. Library faculty continue to meet with English Department representatives to explore revisions to the LIB99 course and to consider other options for information literacy instruction. Some of the details of these options are detailed in objectives and activities below.

Several activities have continued to raise the profile of information literacy objectives across the curriculum. Since the fall of 2012, over 90 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. While overall use of research guides dipped last year, usage remains strong and is a valuable tool in providing students both resources and instructional help at the time of need.

The new library web page offers a clean, updated look in the online environment. The new design will make the migration to the new content management system (CMS) much simpler. User experience surveys were postponed, as the library web page will undergo a new iteration with the switch to the CMS.

Meanwhile, student use of online database resources has steadily increased, as has the cost of these resources. Nevertheless, the value of the college’s database holdings are reflected in their increased use: Students viewed 16% more content in 2014-2015 than the previous year through our databases.

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, 2014-2015 showing 34% growth in use over the previous year.

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. This funding provides an opportunity to assist low-income students in a very direct way. This fall, we circulated 1228 reserve titles, as compared to 529 in 2014, an increase of over 130%.

The physical space of the library remains bustling, its resources in constant use during open hours. Traffic has increased by over 10% at the beginning of this semester in comparison to fall of last year, which represents an additional 5,000 passes through the library gates. Through a Title V grant, the library added 14 new computers to an area adjacent to the existing computers. Since the spring, 1723 unique users have access these computers 16,000 times. Students increasingly bring their own devices to the library to work, and the library continues to check out laptops. The demand for wireless access is growing, and the current infrastructure does not meet patrons' needs.

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 the year. Already there is an easy cooperation among staff members in the library and the Learning Commons, and we are discovering ways to support each other in our work and deepen our collaborations. As Learning Commons staffing and activities increase with the new Title V grant infusion, library faculty and staff will support these efforts in new ways.

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. This fall, we experienced two weeks in which the temperature in the library was consistently above 90 degrees, and the upstairs was virtually uninhabitable.

While there is a plan to renovate the interior of the library, that plan is several years from being realized. The carpet, as well as the tiles in the stacks areas, is scheduled for replacement over winter break. However, the furniture is variously carved up, faded, sagging, or creaking from wear. The library staff has worked hard to revitalize our impact on the learning community and to raise the library's profile as the hub of academic life on campus—a place where students and

staff can meet in large or small groups, use cutting-edge technology, access high-quality resources, get formal or informal instruction, get additional support for coursework, and find access to the range of services our community provides to foster student success. But if the vision of the library as the hub of the learning community is to be fully realized, the library space requires greater institutional attention and support; replacing the hodge-podge, hand-me-down tables and sagging 40 year-old chairs would represent a good start toward this ultimate goal. Meanwhile, the needs of those students have grown and changed. While there is still high demand for individual study spaces, there is increasing demand for areas where students can collaborate, plug in, and work on assignments and projects together.



Program Objective 4: Air-conditioning for the library

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:

No- None -

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
<i>Total Requested</i>	<i>\$ 60000.00</i>	

Program Objective 6: Improve Technology Infrastructure throughout Library building

Strategy and Goal(s):

Strategy #3: Improve and expand existing facilities to enhance the learning environment.

Goal #2: Use technology to improve existing classroom facility space, optimize academic success and administrative operations.

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.

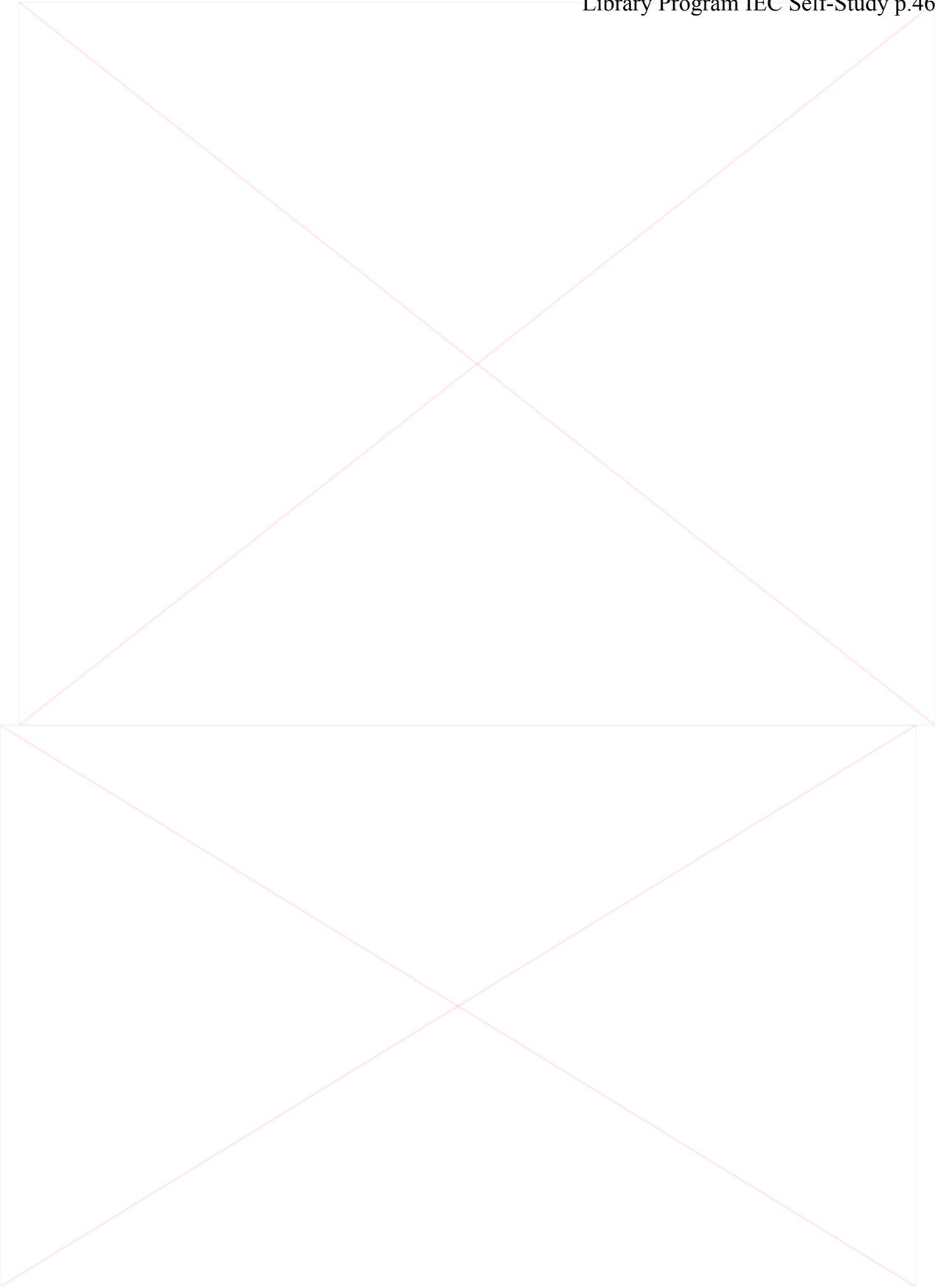
Personnel Request - *none*

Non-Personnel Request - *none*

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

Personnel Request - *none*

Non-Personnel Request - *none*



VI. Self Study Summary

The mission of the Gavilan College Library is to provide a safe, respectful and welcoming environment in which the educational community and its work are supported via the delivery of traditional and emerging academic research tools and methods, and where students are encouraged to explore, discover, investigate and develop research skills for personal, professional and life-long learning. The primary function of the Gavilan Library is to support the information needs of the college community. This support includes physical and virtual access to information and technology tools; spaces in which students can gather and work independently, together, or with the assistance of librarians; development of professional learning experiences for faculty to assist in creation of curriculum that builds information literacy skills; and direct instruction to students in the building of those information literacy skills.

The simple snapshot to show the library program's successes comes from its usage statistics. In the past three years, nearly all standard indicators show increases. The biggest growth has come from the use of online resources. Overall, database usage has increased by nearly 30%, while ebook use has grown by 76%. The number of unique computer users has grown by 25% over that three year span, and in the last three semesters, the number of reserve textbooks checked out by students has more than doubled.

These increases in usage are attributable to several library initiatives:

- a) The introduction and widespread use of Library Research Guides, which are web supports for specific courses, built in collaboration with classroom instructors to support the information and learning needs of that instructor's students. Over the past two years, over 30,000 visits to these sights were recorded. Some research guides get over 1,000 visits per semester.
- b) The purchase and development of a "discovery" tool that searches across most of our databases and physical resources in a single search. Significant development of this tool by library faculty has resulted in students and faculty finding more high quality sources.
- c) The development of a simple, clean new library homepage.
- d) The development, piloting, and implementation of the new LIB200 course, which supports English 1A learners in the research component of that class.
- e) Increased instructional interactions with students in library research orientations—with a 50% increase in such orientations and workshops over the last three years.
- f) Increased attention to the physical space of the library, with regular promotional and program planning. These include

- a. a California Humanities traveling exhibit entitled “War Comes Home”
- b. a companion exhibit of war photography from a former Gavilan student and veteran who has had his work published in *National Geographic*
- c. Ongoing library displays around themes such as Women’s History, African-American, and Hispanic History months, Poetry Month, and Banned Books Week.
- d. Fuel Up for Finals, which provides coffee, juice and snacks for students during their finals, and additional activities during Finals weeks that are designed to help students take a quick break from their studies to relax and recharge. In the past year, the library program has developed partnerships with other groups on campus—most notably ASGC and the Cosmetology department—to sponsor these activities.

Most measures of the library’s impact on student achievement are indirect. Increased usage of library resources and space indicates students are using the resources to succeed in their classes. The high volume of usage of our Research Guides suggests that our online presence has become more targeted and relevant to students in their courses.

Staffing has increased to fill instructional positions for the LIB200 course. Six sections are being planned for Fall 2016 after a substantial revision of the course, which will occur with instructional design support as part of a cohort of instructors creating high quality online courses. This redesign effort will be funded through the new Title V grant. In addition, 10-15 hours a week of part-time faculty has been added to work the reference desk, enabling the head librarian to spend more time managing the program and planning and developing ongoing initiatives.

One major trends affecting the library program are the unrelenting move toward both digital resources and online learning. California community college library programs have demonstrated the power of economies of scale and the potential for equitable access in the state-wide purchase of a set of online databases; the potential for a state-wide purchase of an Integrated Library System (ILS) could save the library program money and provide access to greater sharing of materials across libraries. Finally, there is a steady move on the part of students to work and study in groups; providing the space, equipment, and infrastructure to make this happen is the library’s response to this trend.

Key goals for the library program include

Increase student success in information competency.

Support institutional commitment to the teaching and learning of information competency across the curriculum.

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

Continue to improve the physical space to provide a) more collaborative work spaces supported by both technology and staffing; b) a college community gathering space consistent with the philosophy of the library as a “third place”; c) quiet spaces for independent study and research.

Improve technology infrastructure throughout library building.

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.

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