



Program Review All Fields

Curriculum Division 10 -Arts, Humanities, Social Sciences - Library

Main

Questions? Find answers in [CurricUNET User Manual](#).

Overview

Academic Year 2022 - 2023

Originator Kropholler, Aleah

Division Office of VP Academic Affairs

Department Library

Co-Contributors

Questions? Find answers in [CurricUNET User Manual](#).

Contributor

Open the Form Properties to select co-contributors and assign permissions.

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Gavilan Library is a vital resource supporting Gavilan's Mission. The library engages, empowers, and enriches students, faculty, administration and the community. The library provides spaces for study, technological resources to build skills and complete academic work, foundational print and electronic materials, dedicated staff, faculty librarians who provide classroom instruction, curriculum-supported workshops, research consultations, and embedded instructional partnerships. Library materials are chosen for their inclusivity, diversity, and accessible formats for on or off campus students. A large study area serves as a classroom for workshops, Information Literacy Instruction, English courses, and a meeting space for various committees such as the Academic Senate. The Library contributes to Gavilan's mission by providing resources and materials to create equitable, accessible and inclusive learning environments. Our reserve textbooks provide access to physical and digital formats for active courses each semester that students use daily. Course reserves support students with financial insecurity with access to required materials, increasing course completion and retention rates. Librarians teach information literacy; as research consultants at the reference desk or scheduled meetings; partnering with instructors integrating Information Literacy Learning Objectives in courses; classroom visits, classroom workshops, online credit and noncredit

information literacy courses, e-mail or chat exchanges providing virtual support and collaborating with tutors. Providing Information literacy supports Gavilan's mission and is critical to students' reaching their full academic, social and economic potential.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

1. Increase student success in information literacy.

Accomplishment: This recommendation is partially met. Due to a high turnover rate in librarians (PT and FT) it has been difficult to capture quantifiable data in the current period. In an embedded model, students are directly connected to information literacy versus a non-embedded model. Because the embedded model is based off of teaching students the information literacy framework, those classes increase students' success and exposure to information literacy. Further, the library has dedicated time to training new librarians in the embedded model to increase the quantity of courses with an embedded librarian. The library sends surveys to students at the end of the course to inform strategic planning for the next year. Data indicates students prefer a research class in which a librarian is embedded by over 65%, and would choose courses with an embedded librarian over a course without an embedded librarian. Students consistently use more academic resources to support their work after seeing how resources fit within the information literacy framework and there is an increased understanding of the application of information literacy skills.

To meet this recommendation, the library would benefit from consistent staffing to support the revision of the embedded model to be more quantifiable and to apply new iterations of the

1. program.

2. 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; d) spaces and technology for producing a wide variety of student products, including not just writing but multi-media products as well.

Accomplishment: This recommendation has been partially met. Due to the pandemic, the hours the library has been open physically were significantly impacted and addressing the needs of the library's physical space were impossible. Since re-opening the college, the library has worked on this but staffing requirements have reduced this goal's viability and priority on the list of accessible accomplishments. However, due to the receipt of Measure X bond money, the support of the college in building a new LSRC will accomplish all of these goals in future years.

2.

3. Develop a genuine professional learning community among library faculty and staff.

Accomplishment: This goal has been partially met. Traditionally, the library has 1/2 retreat days at the beginning of the semester to provide professional development on targeted goals for faculty. Due to staffing turnover, it has been more difficult to plan, implement and measure retreats. The library has continued to host and participate in several FLEX sessions, integrating with other departments to create a learning community. However, without the ability to have retreat days or have consistent staffing for the library the learning community for our faculty and staff is significantly reduced. In order to meet this goal, the library needs consistent staffing to build said community and increase the learning community with the campus at large.

3.

4. 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.

Accomplishment: This recommendation has been met and will continue to be a priority. All librarians participate in collection development; identifying needs in the collection, purchasing appropriate materials and weeding out materials that need to be moved on for various reasons (age, inappropriate, condition, accessibility, etc.) to support a dynamic breadth of materials. The library also increased the Course Reserve collection to better support students in a virtual format, increasing access to materials and increasing number of courses supported.

4.

Have the services of your program changed over the past three years? Please explain (300 words or less).

The library has significantly changed its services to better fit the needs of students and modalities. The library now provides appointments to solo or group support in an online and physical format. Quantifiably, there is no comparative data as only online appointments were viable (due to the pandemic) until the current year. However, appointments in general increased dramatically with almost 400 appointments made since implementing the process.

Further, the embedded librarian model has been revised to align learning objectives with the Information Literacy Framework, and the Threshold Concepts for the English Department, in order to better support the 210 courses. We have also been working with the Tutoring and Writing Center to integrate tutors into the program, providing a better support network for students in all courses.

The library has also increased and revised its Course Reserves, now providing digital formats of required textbooks, reducing the cost for students and increasing the access to materials required for success. Further, we have expanded the materials provided in the Course reserve, attempting to provide a copy of all required materials for all general ed courses.

Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

-	19-20 Reten	19-20 Gav Reten	19-20 Succ	19-20 Gav Succ	20-21 Reten	20-21 Gav Reten	20-21 Succ	20-21 Gav Succ	21-22 Reten	21-22 Gav Reten	21-22 Succ	21-22 Gav Succ
CSIS3	53.8	84.9	42.3	70.4	84.6	70.3	61.5	85.2	85.7	69.4	71.4	86.8
LIB3	58.6	-	41.4	-	75.0	-	50.0	-	100.0	-	100.0	-
AH140	57.1	-	85.7	-	100.0	-	83.3	-	*	-	*	-
LIB140	100	-	60.0	-	*	-	*	-	*	-	*	-

Trends are impacted by; crosslisted courses don't have combined data, library courses are supportive courses for other areas of discipline and are not required to fulfill any degrees or certificates, course cancellation and the pandemic. Fields marked * have no data re: course cancel/drop.

Course fill rates increase with advertising, and more awareness of supportive classes for research. The library will continue to work on it's advertising to increase awareness of support and provide more integrated support in other programs that are not traceable through Tableau such as the Embedded Library program.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data. Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate

Division persistence information is not available for the library or by division in Tableau.

Success

The following questions refer to data regarding student achievement. What are your set goals for course success? Do your individual course and department rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)? Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit

Success rates for courses have increased over the last 3 years and the library has successful courses when they are filled. Goals for the library are to increase enrollment in library courses, using advertising, working with other discipline areas to provide curriculum that integrates with the discipline, updating curriculum to maintain relevancy and building non-credit courses to support all Caps/Pathways.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)? See Success and Retention dashboard in Tableau's Program Review section.

Due to the pandemic, and the nature of library services, there is no data currently available for this question. The library "serves" students in physical, virtual and distance education formats, making it difficult to gather quantifiable data for comparison. It is an area of growth for the library to find ways to gather data to answer this question more reliably, through automated methods that would inform us better to support our diverse student population. Also, as stated in the Additional questions area, it would be helpful to be able to get combined data for cross listed classes through Tableau.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)? For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less). Please find Equity information in Tableau's Success and Retention dashboard. Contact your support team for any needed assistance in using Tableau.

Classes are crosslisted and combined data is unavailable. Fields marked * have no data re course cancel/drop. Rates reflect transferable courses but not required for certificate or degree and are classes to support other areas.

-	19- 20 Reten	19- 20 Gav Reten	19- 20 Succ	19- 20 Gav Succ	20- 21 Reten	20- 21 Gav Reten	20- 21 Succ	20- 21 Gav Succ	21- 22 Reten	21- 22 Gav Reten	21- 22 Succ	21- 22 Gav Succ
CSIS3	53.8	84.9	42.3	70.4	84.6	70.3	61.5	85.2	85.7	69.4	71.4	86.8
LIB3	58.6	-	41.4	-	75.0	-	50.0	-	100.0	-	100.0	-
AH140	57.1	-	85.7	-	100.0	-	83.3	-	*	-	*	-
LIB140	100	-	60.0	-	*	-	*	-	*	-	*	-

Our Equal Employment Opportunity (EEO) Plan States "Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

The heart of the library are the faculty and staff, who value a student-centered, interactive approach to serving students. The library works together as a team, offering a broad and diverse list of services and materials. Both faculty and staff regularly participate in hiring committees, and most participate in EEO training. Employee demographics within the library reflect student demographics with bilingual staff available to provide equitable resources to meet the needs of students. The lack of staffing in recent years has made it difficult for all employees to attend equity professional development opportunities, but opportunities are made a priority with available staff. Equity is a core tenet of the library Bill of Rights which the department integrates into policies, work culture, services and student approaches. We will continue to participate in professional growth activities on equity and training on providing equitable access to resources, services and space. We offer spaces to programs who want to host cultural events or diverse speakers (e.g. Simon Silva) and will continue to develop relationships with other programs/areas on campus to expand offerings.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department.

Filter by Delivery Methods Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

All library courses are Distance Education so there is no data for comparison

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

We will continue to encourage library personnel to participate in professional growth activities on equity and training on providing equitable access to resources. When hiring new employees, we will use our EEO training to be equity minded in our hiring practices. Additionally, the library has traditionally provided opportunities for staff to transition to faculty (librarians). Currently, 20% of our faculty has transitioned and 1 more is in the process of obtaining their MLIS degree. The library will continue to mentor students and staff transitioning into the library; a place of diversity, inclusion and welcome. In future, the library will continue to hire using EEO practices and with diversity mind sets, increasing our diversity to reflect our student demographic.

The library is constantly working on new iterations of services that increase accessibility, and provide a diverse range of workshops, courses and programs to support our students. The Course Reserves will continue to expand, providing students with access to required texts for courses, in both digital and physical formats. This program vastly increases students' access to required materials, regardless of course modality,

and reduces financial barriers. The library is working in partnership with the Tutoring and Writing center to build an integrated Embedded Model with embedded tutors and librarians working together to create a stronger support network for students, increasing retention and success rates. The library also works with GECA faculty, introducing the library to them early and working to create a place where GECA students feel included and welcome.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SAOs mapped in curiQunet?

No

Are your SAOs up to date in curriQunet?

No

Have your SAOs been assessed in the last five years?

Yes

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes

If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?

We plan to map our up-to-date Student Learning Outcomes, Program Learning Outcomes and/or SAOs as soon as it is available in CurrQunet to do so

Outcome Assessments

Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.

Services Area Outcomes (SAO)

Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?

Students will use information technology tools to locate, retrieve, organize, and present information. Student use of library resources will increase by 5% per year--(areas: print, e-book, databases)

- Students will increase their ability to state a research question, problem or issue. On sampled student research papers (during Eng1A paper reading at the end of semester), students will score a 3, 4, or 5 on this portion of the research rubric.
- Students will determine information requirements for the research question, problem or issue. On sampled student research papers (during Eng1A paper reading at the end of semester), students will score a 3, 4, or 5 on this portion of the research rubric, indicating students will identify appropriate resources to address the paper's research question.

- Students will use the library's reserve course materials to assist them in their course work. Students in disproportionately impacted groups will increase their use of reserve course materials for their courses by 5%.

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

The SLO's and SAO's are based on and align directly with ILO A. See bolded information below. Each of the bold items below is an information literacy skill, and the SAO's and SLO's address these.

A. THINK CRITICALLY & CREATIVELY

- ILO A. **Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness. Common actions related to ILO A include:**
 - **Define issues, problems or questions to be researched or examined**
 - **Find, synthesize, and evaluate information**
 - **Collect and analyze data and relevant information from multiple reliable sources**
 - **Distinguish facts from opinions and biases**
 - **Formulate ideas and concepts in relation to the ideas of others**
 - Employ quantitative reasoning to solve problems
 - Produce or respond to artistic and creative expression

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

Students who complete library courses do so with a high degree of mastery over content. Improving success rates can only be accomplished through a higher percentage of active participation. In LIB3, students who complete the course show similar patterns of success through SLO's. The most challenging SLO appeared to be "Examine and compare information from various sources in order to evaluate timeliness, relevance, authority, purpose, and bias." In one class, 71% of the class successfully demonstrated that outcome. However, for this and the other two SLO's, students routinely demonstrated the outcomes at higher than an 80% rate. All library courses contain SLO's related to search strategies, evaluation of sources, and proper format (i.e., MLA or APA, citation conventions, etc.).

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

There are no courses in development currently, but library faculty are participating in Guided Pathways planning and exploring the possibility of creating information literacy curriculum as part of an introductory course in the meta-major. We are also exploring an information course that would satisfy the critical thinking A to G requirement.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

N/A

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

All library courses are offered online and are appropriate for modality, accessibility and success.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. 2017

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

21675

Full Time Faculty

2

Part Time Faculty

5

Full Time Staff

4

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

2. 2018

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

24843

Full Time Faculty

2

Part Time Faculty

5

Full Time Staff

4

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

3. 2019

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

23000

Full Time Faculty

2

Part Time Faculty

5

Full Time Staff

4

Part Time Staff

4

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

4. 2020

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

19000

Full Time Faculty

2

Part Time Faculty

4

Full Time Staff

3

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2017

FT = 28.60%

PT = 71.40%

Year:2018

FT = 28.60%

PT = 71.40%

Year:2019

FT = 28.60%

PT = 71.40%

Year:2020

FT = 33.30%

PT = 66.70%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

The need for staffing has been a crucial part of our program goals for many years due to program changes, response to institutional goals, and student learning objectives. The need for staffing has increased and is now negatively impacting the institution and our students due to retirements and critical positions that have not been filled. The library is currently understaffed by 3 classified positions, and we have been reduced to only 3 PT librarians, with 2 of them only able to work 1 day a week. Staff issues have further impacted the institution with a reduced ability to provide information literary or library support at our sister site in Hollister.

Although numbers in previous years look consistent, staffing was impacted by other issues, such as the Head librarian being reassigned to fill in for RPIE dean in Spring 2017 for 6 weeks. A part-time instructional librarian transferred to the Title V grant and had not been replaced. 2018 and 2019 would have reflected higher numbers (conversely showing the impact of staff reduction in part of 2019 and 2020), which would be a more accurate percentage.

Without increased numbers of faculty and staff, the library will be unable to be open as much (at a minimum) and programs that have been created to support Guided Pathways or the Embedded Model will no longer be supported or have growth. Further, the ability to participate in newer initiatives like GavConnect, or support Hollister will be impossible.

Additional Comments

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

No

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

In the past 3 years, we have continued to maintain strong commitments to serving on committees that include: Accreditation, Department Chairs, Curriculum, Faculty Professional Learning, Academic Senate, Strategic Planning, District Technology, WebHeads, Distance Education, POOCR, Health & Safety, Facilities & Ground, Academic Staffing, Student Equity, Mental Health Task Force, the EOPS Advisory and Veterans Council. We are well represented on Community Boards, including South County Housing, Villa Esperanza, and the Association for Developmental Disabilities. We have collaborated with several consortiums, including our local MOBAC (Monterey Bay Area Cooperative Library System) and the CCCL (Council of Chief Librarians California Community Colleges) to bring new technology, professional development and resources to our students. Library faculty have partnered with the Tutoring and Writing Center for several years, including workshops and training for tutors/fellows/SI's, etc.; to provide research support, workshops on information literacy (e.g., evaluation, search, citations, etc.). The primary focus has been on training and developing good working relationships with peer educators and with faculty and staff who promote the library's information literacy goals in their daily work, building awareness of the relationships among reading, writing and research processes, and using that awareness to serve students who come for academic support. Library faculty have also been a part of Guided Pathways planning from its beginnings at Gavilan. The focus of this work has been to look for intersections between library academic support and introductory courses in CAPS, and to integrate with other academic support groups to provide the best academic support to students.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The academic support provided to students through an embedded librarian model has yielded real academic benefits to students, including substantial increases in high-quality academic resource use, higher success rates, and better quality on academic research papers, according to data gathered. Reductions in part-time

faculty members were significant and finding suitable replacements; librarians with instructional experience who collaborate with faculty to plan and execute sustained, regular interactions between the librarian and classes at key intervention points in the curriculum. Exploration of academic support models as part of Guided Pathways presents an opportunity to scale this model. The threat to libraries is always sustained funding and scaling to provide even more services and contacts with students will require additional library faculty. Since librarians are not technically on the instructional side of the 50% law, they are not revenue generators, although their contributions do result in greater student achievement, and increased retention and success rates.

What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?

We instilled a new way of meeting with students in both a face-to-face and digital formats. This has proved successful and has dramatically increased our ability to meet with students and support their academic needs. We have also worked on building out our Embedded Librarian program and are looking to integrate with the Tutoring & Writing Center, building a network of support that students will have with them throughout their time at Gavilan. This model is designed to be integrated easily in to the Guided Pathways initiative, providing targeted support throughout the students' CAP/Pathway.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

We have had several retirements and lots of personnel turnover. This has resulted in an inability to keep the doors open for students and prevents any growth of initiatives or programs that support our accreditation status. We drastically need more librarians and staff in order to have growth and maintain any type of stability for students. Further, there is a need for providing textbooks or instructional materials for students, which the library is happy to meet, but prices for materials, databases and other instructional items significantly impact the library's ability to equitably support our diverse student population.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Library faculty provide workshops and other professional learning related to both information literacy and technology

on flex days, at English department retreats, and other venues. They also provide information literacy training for

tutors, instructors and actively participate in training with the Distance Education area to support training objectives.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

There is a need for more library faculty. Student interactions with library faculty and staff have increased; librarian/whole class orientations and lessons have increased by over 70% from 2017-18 to 2018-19; this year, some

instructor requests for library faculty have gone unfilled due to lack of sufficient library faculty. As we move toward

more integrated academic support, the need for more faculty librarians is an essential component of that formula.

Library faculty increased contact with classes in classrooms, the Learning Commons, and computer labs dramatically in 2018-2019. Librarians provided orientations, research consultations, and workshops 136 times in 2017-

2018 and interacted with 3006 students. In 2018-2019, librarians participated in classes, providing direct instruction,

research consultations, and workshops 232 times, for 5568 student contacts—an 88% increase.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

All staff and faculty are strongly encouraged to go to all the Diversity training and bring back gained knowledge/techniques/awareness in order to integrate with our daily practices. E.g. library displays that coincide with hosted cultural speakers or events, decorating with respect for cultural and religious observances, working with instructors to provide safe spaces for instructional events or classes, etc. The library also has their embedded library program, where librarians are an integrated aspect of curriculum support for students and serve as instructional partners for instructors. Classified staff are encouraged to pursue professional development or other professional training and schedules are adjusted to prioritize this.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Information competency, embedded librarians, library research courses, etc. We have unofficial surveys from students and instructors but it would be helpful for us to receive official data to inform our program goals and assessments. Data is needed to assess the success and retention of students in courses where our embedded librarians are integrated.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

The library course data has to be split up into 2 chunks as all library courses are cross-listed, making a direct R&S comparison (in answer to the Equity question) impossible. Is there a way to show data for a cross-listed class in one, rather than multiple?

The embedded librarian program has no way to obtain official data of courses librarians are embedded in. It would be helpful if we could obtain data by section numbers so that we could compare similar classes (i.e. ENGL 1A with an ENGL1A that had a librarian) for more official data. Currently, our data is obtained from surveys, which are helpful but not official and does not provide the perspective of the larger impact having a librarian in courses has on retention and success rates.

Goals

Three-Year Program Plan Goals

1. **Create a library space that is flexible, responsive to students, welcoming, inclusive, and offering both resources and faculty support that lead to greater student success**

Connection of Goal to Mission Statement, Strategic Plan and SAO Results

Provide robust academic, technological, and support services to ensure intentional interventions are received by all students at appropriate times.

Proposed Activity to Achieve Goal**

Have an active presence on committees that provide input on new library space and represent student needs for a responsive space.

Responsible Party

Head Librarian

Fund amount requested. If a collaboration, what % required from each partner?

0

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

Fall 2025

How Will You Evaluate Whether You Achieved Your Goal

The new library building will be surveyed and assessed.

2. **Increase instructional partnerships with Guided Pathways success teams, with an emphasis on integrated academic support.**

Connection of Goal to Mission Statement, Strategic Plan and SAO Results

As Guided Pathways success teams are implemented, the integrated/embedded model of support used by the Tutoring Center, Writing Center and Library is essential to providing high quality, sustainable support to students on each CAP/Pathway. The integrated model of support pairs high support with high expectations, a goal of the Vision for Success, which serves our college's commitment to helping students stay on their path and to ensure learning. Students enrolled in classes supported by our integrated models are more likely to seek help (learning outcome: develop help-seeking behaviors) when encountering academic challenges and are more likely to successfully complete challenging course work and courses. We'll build a cohort of 2-3 faculty members per Pathway/CAP with the goal of building cohorts with each pathway within 3 years. Ensure adequate support services are in place to help students enter and stay on their CAP/Pathway using an embedded model.

Proposed Activity to Achieve Goal**

Bolster and implement an integrated model of academic support in collaboration with the Writing Center, Tutoring Center and other campus programs to ensure learning and completion goals identified with the success teams for each Pathway/CAP, and increase library faculty to meet need.

Responsible Party

Library faculty: head librarian and other instructional librarians, Learning Commons/Tutoring Center, and Writing Center.

Fund amount requested. If a collaboration, what % required from each partner?

150,000

Increase part-time instructional library faculty by three 60% positions.

- Each PT Librarian works 60% to fulfill library open hours and hours to partner with cohorts
- 8 hours (2 ref shifts) to maintain the library's fully open hour
- 3-5 hours a week per instructor in Pathways/CAP (2-3 instructors maximum per PT Librarian)
- 8-12 Instructors means at least one integrated model in each cohort (in addition to current library staffing)

Increase full-time instructional library faculty by a 100% position.

- Each FT Librarian works 100% to fulfill library open hours, maintain contractual requirements and hours to partner with cohorts
- 4 hours (1 ref shift) to maintain the library fully open hours
- 3-5 hours a week per instructor in Pathways/CAP (7-8 instructors maximum per FT Librarian)
- 21-24 Instructors means at 1-3 integrated models in each cohort (in addition to current library staffing)

Total Three Year Resource Allocation Request

450000

Timeline to Completion Month / Year

August/2024

How Will You Evaluate Whether You Achieved Your Goal

Library presence articulated formally in Guided Pathways with full cohorts. Documentation of presentations to departments and additional instructional faculty. Increased contact and partnerships with instructional faculty.

3. **Develop and acquire resources, technology, and learning experiences that reflect effective practices in increasing accessibility and student engagement.**

Connection of Goal to Mission Statement, Strategic Plan and SAO Results

Improve equity outcomes by increasing course completion and graduation rates in target populations by five percentage points over three years.

Proposed Activity to Achieve Goal**

Revise online curriculum and create learning modules to support the information literacy framework; provide ways for students to access and complete those modules in a just-in-time way.

Responsible Party

Library faculty: head librarian and other instructional librarians

Fund amount requested. If a collaboration, what % required from each partner?

3000

Total Three Year Resource Allocation Request

3000

Timeline to Completion Month / Year

August/2024

How Will You Evaluate Whether You Achieved Your Goal

First online information literacy learning modules used by classes and evaluated for effectiveness by end of fall 2024 semester.

Complete Course Reserves (physical and digital in format) to reflect effective practices in**4. increasing accessibility and student engagement.****Connection of Goal to Mission Statement, Strategic Plan and SAO Results**

Ensure adequate support services are in place to help students enter and stay on their CAP/Pathway. This will increase achievement and improve equity.

Proposed Activity to Achieve Goal**

Create instructional materials and promotional materials to assist faculty and students in its use. Train library faculty and staff to leverage the new system's capabilities to streamline workflow and make reserves more accessible to faculty and students.

Responsible Party

Library faculty and staff

Fund amount requested. If a collaboration, what % required from each partner?

15,000

Total Three Year Resource Allocation Request

45000

Timeline to Completion Month / Year

Fall/2026

How Will You Evaluate Whether You Achieved Your Goal

All courses requiring textbooks will have at least one copy available for students to check out on course reserve, in both physical and digital formats.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Library provides support services and instructional materials for all students, supporting full and equitable access to community college courses. All services are free to students and only require registration as a current student. However, many services are also available for free to members of the community with no registration required. Providing equitable services for all students is an institutional responsibility, and adequate staffing is crucial to supporting the wide-ranging needs of students who attend Gavilan. The largest service the library provides is the Embedded Librarian program, increasing support for students by collaborating with instructors on curriculum and information literacy throughout the course. Many students report that they would prefer to register for classes that have embedded support than classes without. Some

examples of other services may include: reducing the cost of required textbooks by providing circulating copies, assistive computer technology, information literacy instruction, research and instructional support.

Attach Files

Attached File