

Annual Program Review (Annual Update): Library - Office of VP Academic Affairs - Library

I. Main

Overview

Academic Year 2024 - 2025

Originator Andrade, Veronica

Division Office of VP Academic Affairs

Department Library

Programs

II. Co-Contributors

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

Contributor

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

III. Annual Update

1. New Goal

Increase librarian integration across disciplines and campus locations by expanding academic support through embedded library instruction, research workshops, and collaboration with faculty at both the main campus and the Hollister site.

Please describe your status (No more than 200 words)

IN PROGRESS

Alignment to Strategic Goal Goal 2: Equity, Access, and Inclusion - With equity at the forefront, build inclusive spaces and curriculum that honor, support, and respect diverse student populations.

Alignment to SLO or SAO SLO

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

Students will effectively locate, evaluate, and use information resources to support their academic coursework.

This goal supports the college's mission to provide equitable learning environments by ensuring students have access to inclusive, flexible spaces that promote engagement, study, and collaboration. It aligns with the strategic plan's emphasis on fostering student success and belonging, as well as with library SLOs that emphasize accessibility and effective use of academic resources

Proposed Activity to Achieve Goal

Coordinate with faculty across disciplines to embed librarians in classes; develop and deliver research and citation workshops; and expand outreach to the Hollister site for in-person and virtual instructional support.

Responsible Party Library Dean and Library Faculty in collaboration with Facilities and Student Services.

Timeline to Completion: Semester/Year Fall 2026

How Will You Evaluate Whether You Achieved Your Goal

Assessment will include tracking the number of embedded sessions, workshops delivered, and participating courses across both campuses. Student and faculty feedback, along with usage data, will be used to measure increased engagement and instructional impact.

Additional Comments

This goal is a work in progress that will require additional librarian staffing to effectively support cross-disciplinary integration and ensure equitable instructional access for both campuses, especially the Hollister site.

2. New Goal

Enhance the library by creating adaptable, student-centered spaces, including expanded quiet study areas—that foster an inclusive, welcoming atmosphere and strengthen access to academic resources and faculty support to advance student success.

Please describe your status (No more than 200 words)

IN PROGRESS

Library users will be able to effectively locate, access, and utilize the library resources and services to support their academic success

Alignment to Strategic Goal Goal 2: Equity, Access, and Inclusion – With equity at the forefront, build inclusive spaces and curriculum that honor, support, and respect diverse student populations.

Alignment to SLO or SAO SLO

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

Library users will be able to effectively locate, access, and utilize the library resources and services to support their academic success

This goal supports the college's mission to provide equitable learning environments by ensuring students have access to inclusive, flexible spaces that promote engagement, study, and collaboration. It aligns with the strategic plan's emphasis on fostering student success and belonging, as well as with library SLOs that emphasize accessibility and effective use of academic resources.

Proposed Activity to Achieve Goal

Redesign library spaces to include more quiet study zones, collaborative seating, and technology-equipped study areas; gather student and faculty input through surveys; and enhance visibility of academic and librarian support through signage and outreach.

Responsible Party Library Dean and Library Faculty in collaboration with Facilities and Student Services.

Timeline to Completion: Semester/Year Fall 2026

How Will You Evaluate Whether You Achieved Your Goal

Success will be measured through student and faculty satisfaction surveys, space usage statistics, and increased engagement with library resources. Improvements in student feedback related to study environments and accessibility will indicate goal achievement.

Additional Comments

This goal is a work in progress as the library continues to gather feedback from students and faculty to better understand their preferences, study habits, and resource needs. These insights will help ensure that the design and functionality of the new building thoughtfully accommodate and support the diverse needs of all users prior to full utilization.

3. Previous Goals 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

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

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.

Please describe your status (No more than 200 words)

IN- PROGRESS

We have significantly revamped the library space to create a more welcoming, inclusive, and student-centered environment. The redesign includes flexible and mobile study areas that accommodate a variety of learning styles and needs. Dedicated spaces have been created for nursing students, as well as group study areas equipped with whiteboards and a smart TV to support collaborative learning and project work.

These enhancements promote a focused and adaptable study environment that minimizes distractions and fosters student engagement. By responding directly to student feedback and observed study patterns, the library continues to align its physical and technological spaces with Gavilan College's mission and strategic goals.

This is a work in progress as we continue to adapt to students' evolving needs and remain focused on implementing the best study practices that support their academic success. Understanding the flow and objectives of students' preferred study environments will continue to be observed and assessed to maintain an effective and inclusive learning atmosphere within the new library building.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

NA

Alignment to Strategic Goal

Alignment to SLO or SAO

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

NA

Proposed Activity to Achieve Goal

Responsible Party NA as this is Previous Goal

Timeline to Completion: Semester/Year NA as this is Previous Goal

How Will You Evaluate Whether You Achieved Your Goal

NA as this is the previous goal

Additional Comments

NA as this is the previous goal

4. Previous Goals Increase instructional partnerships with Guided Pathways success teams, with an emphasis on integrated academic support.

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.

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.

Please describe your status (No more than 200 words)

Accomplishment: Not met.

We have not yet been able to fully meet this goal due to limited staffing capacity and ongoing library faculty turnover. These challenges have impacted our ability to implement the integrated instructional partnership model as envisioned within the Guided Pathways framework.

Despite these constraints, library faculty continue to collaborate where possible with the Tutoring Center, Writing Center, and instructional faculty to provide embedded and responsive academic

support. As staffing stabilizes, our priority remains to strengthen these partnerships and establish a consistent library presence within each CAP/Pathway.

Future progress will depend on securing adequate staffing levels—including additional full-time and part-time instructional librarian positions—to sustain the integrated academic support model. Continued investment in library faculty is essential to achieving this goal and ensuring equitable, high-quality learning support for all Gavilan students.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

Alignment to Strategic Goal

Alignment to SLO or SAO

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

NA as this is a Previous Goal

Proposed Activity to Achieve Goal

NA as this is a Previous Goal

Responsible Party NA as this is a Previous Goal

Timeline to Completion: Semester/Year NA as this is a Previous Goal

How Will You Evaluate Whether You Achieved Your Goal

NA as this is a Previous Goal

Additional Comments

NA as this is a Previous Goal

5. Previous Goals Develop and acquire resources, technology, and learning experiences that reflect effective practices in increasing accessibility and student engagement.

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

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.

Please describe your status (No more than 200 words)

Accomplishment: Partially met.

We have made progress toward this goal by creating greater digital access to course reserves, ensuring that students have equitable opportunities to obtain required materials in both physical and electronic formats. This expansion has directly supported accessibility and student engagement, particularly for online and hybrid learners.

In addition, we have continued the laptop loaning program, which has maintained strong and consistent student use. This program has proven vital in bridging the digital divide, providing students with the necessary technology to complete coursework, access online resources, and participate fully in virtual learning environments.

To maintain and advance this progress, continued funding support is essential. Sustained investment will allow the library to further develop accessible digital platforms, enhance online instructional resources, and integrate additional technologies that align with effective practices for student success.

Part of this plan also includes the development of embedded instructional videos and “how-to” tutorials designed to help students navigate the library’s databases, website, and digital resources with confidence. While this initiative has not yet been fully implemented, it remains an active development for the coming year. The goal is to increase student productivity, self-confidence, and information literacy skills—especially for remote learners who rely on virtual access and independent learning tools.

We are also exploring the expansion of librarian reference chat hours to include weekend coverage. This additional support avenue would help accommodate students who may be unable to access assistance during traditional weekday hours, further promoting equity and accessibility in research and academic success.

This goal is partially met as we continue to explore streaming accessibility options for e-resources and multimedia materials to better serve diverse learning needs. These ongoing efforts will strengthen equitable access and directly support Gavilan College’s mission to improve student engagement, retention, and completion outcomes across all learning environments.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

Alignment to Strategic Goal

Alignment to SLO or SAO

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

NA as this is a Previous Goal

Proposed Activity to Achieve Goal

NA as this is a Previous Goal

Responsible Party NA as this is a Previous Goal

Timeline to Completion: Semester/Year NA as this is a Previous Goal

How Will You Evaluate Whether You Achieved Your Goal

NA as this is a Previous Goal

Additional Comments

6. Previous Goals Complete Course Reserves (physical and digital in format) to reflect effective practices in increasing accessibility and student engagement.

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

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.

Please describe your status (No more than 200 words)

Accomplishment: Partially met.

The library has significantly expanded both physical and digital course reserves in alignment with effective practices that improve accessibility, reduce student textbook costs, and promote stronger academic engagement. Usage data from the 2024–2025 academic year demonstrates a high level of reliance on digital reserves across a wide range of disciplines, confirming the essential role of these resources in supporting student learning.

High-enrollment and general education courses continue to show particularly strong activity. For example:

- *Human Biology: Concepts and Current Issues* accumulated **646 digital views** with **267 access-denied attempts**, indicating that demand far exceeds current licensing limits.
- *The Developing Person Through Childhood and Adolescence* was accessed **441 times**, with **178 access-denied attempts**, demonstrating insufficient digital licensing for required psychology materials.
- *Media & Culture (JOUR/SOC 10)* saw a combined **738 total views** across editions, along with **295 access-denied attempts**.
- English 1A materials (including *English 1A Reader*, *A Writer's Reference*, and critical thinking texts) collectively show hundreds of views and numerous access-denied interactions; for example, *A Writer's Reference* generated **52 views and 25 denials**, while *Being Logical* saw **39 views and 30 denials**.

These access-denied numbers are particularly significant: they represent students attempting to engage with course reserves but being blocked due to limited licenses and the need for additional copies. This unmet demand underscores the need for increased funding, particularly for multi-user or unlimited-user digital licenses. Without sustained resource investment, students face inequitable access to required course materials, potentially impacting course completion and academic success.

The dual-format model—providing both physical and digital reserves—continues to remove barriers for students who may be off-campus, unable to purchase textbooks, or balancing work, family, and school obligations. Digital reserves offer 24/7 access, while physical reserves remain essential for high-cost STEM and CTE texts that may not have digital equivalents.

This objective was partially met. While the Course Reserves program demonstrated strong success—as reflected in high digital usage across multiple disciplines—the goal was not fully achieved because access-denied numbers remain significantly higher than desired. These blocked access attempts indicate that student demand exceeds current licensing capacity, underscoring the need for increased funding and expanded multi-user digital access to fully meet student needs.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

Alignment to Strategic Goal

Alignment to SLO or SAO

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

NA as this is a Previous Goal

Proposed Activity to Achieve Goal

NA as this is a Previous Goal

Responsible Party NA as this is a Previous Goal

Timeline to Completion: Semester/Year NA as this is a Previous Goal

How Will You Evaluate Whether You Achieved Your Goal

NA as this is a Previous Goal

Additional Comments

IV. Resource Requests

Click Add Item to Enter a Resource Request

1. Request Name (short title) Expansion of Librarian Integration and Instructional Support
2. Request amount
3. Type of Request Personnel
4. Alignment to Goal(s)
5. Is this a one-time or ongoing expense. Ongoing
6. Category of Request (Select all that apply).
 - Full-Time Faculty
 - Part-Time Faculty
7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position. Which of the following best describes your requests?
 - Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a

separate process by the Faculty Staffing Committee or the Executive and Leadership Council.

8. Provide a complete description, justification, or rationale for the requested amount.

Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

This request aligns with the goal: Increase librarian integration across disciplines and campus locations by expanding academic support through embedded library instruction, research workshops, and collaboration with faculty at both the main campus and the Hollister site.

The library requests funding for additional librarian staffing to expand embedded instructional support and strengthen librarian integration across disciplines and campus locations, including the Hollister site. Currently, librarian coverage is limited, which restricts the library's ability to provide consistent and equitable academic support for all students. By increasing librarian availability, we can expand course-integrated instruction, offer more research and citation workshops, and provide personalized support tailored to each discipline's research needs.

This request directly aligns with the goal of increasing librarian integration across disciplines and locations through embedded instruction and workshops. With additional staffing, librarians can collaborate more effectively with faculty to design course-embedded research sessions, develop online instructional materials, and increase participation in campus-wide academic initiatives.

The expansion will also enhance student success by improving information literacy, critical thinking, and research skills—core competencies that support learning outcomes across the curriculum.

Furthermore, this initiative promotes equitable access to resources and instruction by extending librarian-led services to the Hollister site, where students currently have fewer opportunities for in-person academic support. Ensuring a librarian presence across both campuses aligns with the college's strategic priorities of equity, inclusion, and student achievement.

The requested funding will support the hiring or reassignment of librarians to cover cross-campus instructional needs and sustain ongoing outreach and embedded services. This investment in personnel ensures that the library remains a central partner in advancing student learning, retention, and success. The expansion of librarian-led instruction not only strengthens academic support services but also demonstrates the institution's commitment to closing equity gaps and fostering a culture of information empowerment across all learning environments.

V. 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 this year. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Gavilan Library continues to play a central role in advancing student success, equity, and academic excellence across all campuses and modalities. This year's program review highlights trends in increased demand for library instruction, course-integrated support, and equitable access to resources, particularly for students at the Hollister site and those engaged in remote learning.

Key program goals for the year focus on enhancing student-centered spaces and expanding librarian integration across disciplines. The library has made significant strides in redesigning its physical spaces to include flexible, quiet, and collaborative study areas that respond to diverse learning preferences. These improvements foster a welcoming, inclusive environment and support student engagement, persistence, and success.

Parallel to space enhancements, the library aims to increase academic support through embedded instruction, research workshops, and faculty collaboration. While progress has been limited due to staffing constraints, efforts continue to integrate librarians into courses across disciplines and provide both in-person and virtual instructional support. Expanding librarian presence ensures equitable access to information literacy and research skills development for all students.

Program data further underscores the need for expanded digital and physical resources. High usage of course reserves, along with numerous access-denied attempts in high-demand courses such as Human Biology, Psychology, Media & Culture, and English 1A, indicates unmet student demand and the necessity for increased licensing and resources.

To fully achieve these goals, additional librarian staffing is critical. Increasing personnel will allow the library to deliver consistent, high-quality embedded instruction, broaden workshop offerings, and sustain support for students at both campuses. These initiatives align with Gavilan College's mission to foster academic excellence, social mobility, and equitable learning environments while supporting strategic goals of student success, access, and inclusion.

Through continued investment in staff, space, and resources, the Gavilan Library will strengthen its position as a central academic partner, empowering students to develop essential research skills, achieve course objectives, and succeed in their educational pathways.

VI. Attach Files

If there is any additional information regarding your program that you will like to have uploaded, please attach it here.

Attached File