



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Instruction

Program Name:	Library
Academic Year:	2019-2020

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [AP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

[Check here for Timeline](#)

A. Executive Summary

1. 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 program has entered a period of transition, adopting a new software platform, refocusing library faculty priorities toward integration into a Guided Pathways model, and, most significantly, building an inclusive team that will create a vision for a new library space that will support teaching and learning into the next several decades. Three main goals drive our work over the next several years:

Goal 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.

The first steps toward this goal will include the creation of a library advisory group that includes faculty, students, staff, and community members, who will help create a vision for a new library space built for flexibility, collaboration, emerging technology, the widest range of student needs, and an integrated model of academic and student support.

Goal 2: Increase instructional partnerships with a range of disciplines and meta-majors with an emphasis on integrated academic support.

In the past eighteen months, the instructional role of faculty librarians has expanded to include many more embedded experiences—librarians work with classes several times at strategic intervention points to build ongoing relationships with students and provide just-in-time instruction and support throughout the research process, rather than in a one-shot orientation. Librarians have nearly doubled their classroom visits, and corresponding use of library resources has increased as a reflection of that presence.

The second major goal is not just to build out the library program's own embedded model, but to work with Guided Pathways teams to include library support as part of the integrated academic support built into our Guided Pathways model.

Goal 3:

Develop and acquire resources, technology, and learning experiences that reflect effective practices to increase accessibility and student engagement.

The library's software platform, designed before Google was a company, is being replaced by a state-of-the-art platform shared by 110 California community colleges. Regular, ongoing training will be accompanied by complete revision of instructional materials and some redesign of the library interface, as well as professional learning provided to faculty throughout the college.

In addition, library faculty are developing a set of online learning modules related to essential information literacy skills. These are being developed as part of an overall effort to increase the library's presence in our students' digital learning environments.

Library faculty are also working under a Title V grant to provide more robust support of OER and zero-cost textbook use, which will provide low-income students with ways to better manage the cost of their education.

B. 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.

1. 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 program is a vital element in realizing its mission. As a resource to students, faculty, staff, administrators, and community, it is open more hours of the day than any nearly other program. It engages, empowers, and enriches students by providing

- spaces for group and individual study and learning
- technology resources for building work-related skills and completing academic work
- print and robust electronic resources that are foundational for course work
- dedicated, flexible, and welcoming staff committed to our students
- faculty librarians who provide classroom instruction, small group workshops, research consultations, and just-in-time instruction and support not only in locating materials, but in all stages of the research process.

The collection itself is developed with inclusivity as a core value, with the goal of "empower(ing) and enrich(ing) students of all backgrounds to build their full...potential." A large group study area is a flexible space that sometimes takes on overflow activity from the Learning Commons, acts as a gathering spot for study groups, and is frequently reconfigured to become a presentation space for guest speakers and institutional or community events, as well as a meeting space for campus clubs and other groups.

Our reserve textbook collection provides access to a rotating set of textbooks each semester that students use each day. Like many colleges, this is a main contributor to circulating print resources and provides benefits to those who have not been able to purchase textbooks.

Librarians work in a variety of capacities to build information literacy across the curriculum--in their work as research consultants at the reference desk and scheduled consultations; in their collaborations with instructors in integrating information literacy learning objectives throughout units of instruction; in classroom visits that include formal and informal lessons; in workshops in classrooms, computer labs, and the Learning Commons that are based on a coaching or "guide-on-the-side" approach; in Distance Education credit and noncredit information literacy courses; in e-mail and chat exchanges with students to provide additional suggestions and support. Information literacy is a core institutional learning outcome critical to students' reaching their full academic, social and economic potential.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- a) Each goal since the last program plan and review and
 - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Increase student success in information literacy.	<ol style="list-style-type: none"> 1. Data from credit courses--LIB 3 and LIB 140--indicate success rates of over 80% in both courses over the past year among those who persist. Data for LIB140 as reflected in GavDATA is inaccurate, but success rates for that course are also over 80%. 2. Success in non-credit courses runs in the high 90 percents. Enrollment irregularities were fixed in these courses last semester, and Allied Health instructors at first said they did not want to continue offering these courses. Those instructors contacted library faculty this semester to let us know they'd like to offer those courses again in the spring, as they see an obvious benefit to their own course. We have no comparative data about this but plan to begin collecting this data when we again offer sections. 3. Library faculty increased its contacts 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 (Head Librarian worked as interim dean of RPIE for 6 weeks to fill in for dean on family leave). Librarians filled similar instructional roles 232 times in 2018-2019. 4. Data from surveys and research papers indicate students prefer a research class in which a librarian is embedded, and students in classes with an embedded librarian do better on their research papers. 5. Students are consistently using more academic resources to support their work. In the past year, total database usage has increased by 31%. Ebook usage, meanwhile, has increased by 18%. Higher ebook usage also indicates students are more willing to use longer sources, also an indicator of a more developed research approach.
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.	New chairs and couches have provided a higher level of utility and comfort to library users, as indicated by surveys. The group study room gets used for large events such as the celebration of Leah Halper's History of Gavilan work and several community and college speaking events; it also is used for small group study throughout the day and as an overflow area for the Learning Commons.
Develop a genuine professional learning community among library faculty and staff.	The library department holds ½ day retreats each summer and fall prior to the beginning of classes. The last two have focused on collection development and the new library platform. The majority of library faculty (both full time and part time) attend these. Staff and faculty department meetings regularly include professional development, this year related to both the new platform and plans for a new library space.
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.	Students who avail themselves of library resources outperform the general student population, according to a sample of 400+ library users during 2018-2019. Library users who checked out library materials succeeded at over twice the rate of the general population in transfer level English classes and 48% higher through 30 college-level credits.

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

Library faculty increased its contacts 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 (Head Librarian worked as interim dean of RPIE for 6 weeks to fill in for dean on family leave). Librarians filled similar instructional roles 232 times in 2018-2019.

Reference services have changed, too. The number of reference interviews has remained somewhat consistent, but the length of those interviews has increased, from 9 minutes to 12.5 minutes per session. This lengthening reflects more discussion and conversation related to development or clarification of research questions, and to strategic search.

C. Program Overview

1. List program degrees and certificates under this department according to the [colleg"/"/](#)
[e catalog](#).

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

None

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

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D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) --> Program Review/ Equity--> D1. Course Success Rates by Group

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.

1. 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 (200 words or less)?

The library's success rates for its combined credit and noncredit courses is higher than the college average: 75% vs. 71% institution-wide in 2018-2019 and 77% vs. 71% in 2017-2018.

The data for LIB140 is incorrect--it does not reflect the actual number of students successfully completing this course for the past two years.

In 2018-2019, 10 students remained in the class throughout the course with an 80% success rate.

Again, as these are mastery-type courses, students who complete also demonstrate most of the desired learning outcomes.

Data from credit courses--LIB 3 and LIB 140--indicate success rates of over 80% in both courses over the past year among those who persist. Data for LIB140 as reflected in GavDATA is inaccurate, but success rates for that course are also over 80%.

Success in non-credit courses runs in the high 90 percents.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Path: [GavDATA](#) --> Program Review/ Equity--> D2. One Year Persistence Rate

N/A

2. 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 (200 words or less)?

n/a

3. 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: [GavDATA](#)--> Program Review/ Equity-->D3. Course Rates by Unit

To encourage more students to actively participate in courses, Library instructors will review and apply strategies for regular effective contact and personalization of DE library courses.

Furthermore, in a sample of students checking out reserve and circulating materials from the library in 2018-2019, their overall success rate in their courses was 75%, compared to 68% for the general Gavilan population. These numbers were similar higher across gender and ethnicity variables.

	2017-18		2018-19	
	Grades	Percent	Grades	Percent
Success	337	77%	382	75%
Non Success	101	23%	122	24%
Withdrew	1	0%	7	1%
Total	439	100%	511	100%



Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. 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)?

Path: [GavDATA](#)-->Program Review/Equity-->D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

For LIB 3, the sample size is not large enough to be meaningful, as there were just 24 students enrolled. For example, Males succeeded at 57%, 5% less than the student average. If one more male had succeeded, that number would change to 71%, or 9% *higher* than the student average. Similarly, one more low-income student's success would have resulted in a virtual match of the student average.

The numbers for LIB140 are not accurate in GavData, so no conclusions can be drawn re: equity.

For LIB740, the enrollment skews to female; students enroll in this to build search strategies in nursing/health related resources. The males made up between 2% and 12% of the class in the past two years. The only disproportionately impacted group represented significantly was low-income students, who scored within 1% of the student average.

For LIB741, males outperformed the average by 4% in 2017-2018, and underperformed the average by 3% in 2018-2019. Low income students were near the average, too, coming in at 1% below and 2% above the average in successive years.

In LIB742, males scored 7% and 10% below the average in successive years. As LIB740, LIB741, and LIB742 are very similar in structure, with slightly different content, it is difficult to explain the discrepancy here. The library department is having conversations about this but has not created an action plan due to a lack of clear cause.

Students who avail themselves of library resources outperform the general student population, according to a sample of 400+ library users during 2018-2019. Library users who checked out library materials succeeded at over twice the rate of the general population in transfer level English classes and 48% higher through 30 college-level credits. These results are consistently higher when disaggregated by ethnicity and gender, too.

For all other areas, comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data. 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)**?

In a sample of 1607 students who logged into library computers two years ago during the fall semester, 704 were Hispanic, 402 were identified as "multiple" ethnicities, and 296 were white.

44% (711) were male. We have no means to disaggregate this further --re: disproportionately impacted students--without IR support.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

We have a very small staff--4 full time classified employees, 2 full-time faculty, and 4 part-time faculty. Two of our classified staff are latinx and are fluent or near-fluent in Spanish. We are committed to the district's goals for employee hires; when our frozen cataloging position opens, and when we get permission to seek a replacement hire for our lead library technician, we will advertise with the goal as stated above and will seek advice about how to be as inclusive as possible in recruiting applicants for open positions.

9. 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: [GavDATA](#)--> 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 of our courses are DE.

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

Path: [GavDATA](#)àProgram Review and EquityàD11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
	n/a		

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

n/a



If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

curriQunet

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes:

No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (<-- requires your email log-on)?

Yes:

No: (reporting website not current)

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes:

No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:

No:

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

I have notified curriculum staff that the SLO's on the website are not current (last year and this year). We continue to assess our SLO's offline and keep records so we can update when the website is corrected.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning 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. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet-->[curriQunet](#)

18. What are your individual course goals for SLO success?

LIB3

1. Apply search strategies and evaluation techniques to locate sources.
2. Examine and compare information from various sources in order to evaluate timeliness, relevance, authority, purpose, and bias.
3. Differentiate types of sources cited and apply correct elements of a citation for a wide range of resources.

LIB140

1. Apply search strategies and evaluation techniques to locate sources
2. Examine and compare information from various health information sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view bias
3. Differentiate types of sources cited and apply correct elements of a citation for a wide range of resources

LIB 740-742

1. Assess the quantity, quality and relevance of the search results from relevant health information sources.
2. Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view bias
3. Differentiate types of sources cited and apply correct elements of a citation for a wide range of resources

If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Goals for SLO success are mastery based. Typically, students who engage in the content of the courses demonstrate mastery of the material. The biggest barrier to success is not lack of understanding, but lack of working through the assignment(s) to learn content.

These SLOs from LIB3 are typical:

- a. Apply search strategies and evaluation techniques to locate sources.
- b. Examine and compare information from various sources in order to evaluate timeliness, relevance, authority, purpose, and bias.
- c. Differentiate types of sources cited and apply correct elements of a citation for a wide range of resources.

In these courses, setting a higher LO success would be less meaningful than on concentrating efforts toward students staying in the course and completing the assignments.

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

Again, students who complete 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.).

Program Learning Outcomes (PLO)

Path: [Gavilan College Intranet](#) --> Program Planning --> Student Learning Outcomes Assessment Reporting --> Program Level SLO (Far left) --> Instructional --> Select program

Improve PLO success rates by 5% in coming year by developing strategies to actively engage more students in the course content.

Services Area Outcomes (SAO)

Path: Gavilan College Intranet Program Planning Box Student Learning Outcomes Assessment Reporting Program Level SLO (Far left) Student Services Select program and year

20. What is your set goal for SAO success for each SAO (200 words or less)?

- 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 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 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)

21. How aligned are your SLOs and PLOs to the ILOs (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

22. N/A

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. 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.

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

none

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet-->Argos-->Gavilan Schedule-->Schedule by Division and Department-->Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports-->Schedule Reports by Division and Dept svc-->Run

Location/Times/Delivery Method Trend Analysis:

3. 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.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* **Path:** [GavDATA](#)--> Program Review/ Equity--> F1. Faculty workload (FTEF) by Full-time/ Part-time-->Find Program

****NOTE: 2019-2020 data not available in GavData so provided 2 most recent years.**

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2017-18**	2	6	FT: .3 or 2.5% PT: 12.5 or 97.5%	12.9
2018-19**	2	5	FT: 0 PT: 5.4 or 100%	5.4

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

We have two full time librarians, one of whom principally maintains our systems, including website and electronic resources, as well as doing reference work. The other full-time librarian does library instruction and reference. The part-time librarians are teaching our online courses, doing reference, and doing library instruction. With the decrease in staffing this year due to loss of a part-time librarian to a Title V grant, we have turned away some instruction requests and have had a difficult time meeting other library goals.

Program Personnel

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

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
Example: 1999	F = 3 S = 15 M = 1	F= 1 S = 12 M=1	F=2 S = 3	FT= 74% PT= 26%
2017-2018	F=3.75 S=4	F=2 S=4	F=5 S=0	FT: .54% PT=.46%
2018-2019	F=3.8 S=4	F=2 S=4	F=5 S=0	FT=53% PT=47%

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

Head librarian was reassigned to fill in for RPIE dean Spring 2017 for 6 weeks.

Part-time instructional librarian is working this year on Title V grant and has not been replaced, so we are down from numbers reflected in 2018-2019.

Program Productivity Measurements

2. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. Counseling: Student contacts should focus on number of counseling appointments per year. Please find your total contact hours in SARS.

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	\$15,000	\$14,500	\$20.28 per student
2017-2018	Circ Desk contacts: 17,131 Reference Interviews/transactions: 1538 Students in orientations, workshops and tours: 3006 Total student contacts (not including classes): 21675	\$136,729	\$135,295	\$6.24/student contact (not unique)
	Other measures of student interaction: Total print and -book circulations: 17,360 Database articles viewed: 219,683			
2018-2019	Circ Desk contacts: 18,145 Reference Interviews/transactions: 1594 Students in orientations, workshops and tours: 5104 Total student contacts (not including classes): 24843	135,729	135009	\$5.43/student contact (not unique)

	Other measures of student interaction: Total print and -book circulations: 20,387 Database articles viewed: 287,773	Note: e-book use increased 18% over previous year. Database article use increased 31% over previous year.	
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This does not include hits to Library Research Guides, which are a research/instructional tool to help students complete their research.

Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* Path: [GavDATA](#)-->Program Review/ Equity--> F2. Enrollment Variables and Trends-->Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	\$385,462	\$366,273
2017- 2018	12.9	14	18		
2018- 2019	5.4	8	23		

Budget is not broken out to distinguish instructional faculty from reference/other library duties, so don't know percentages of the budget that go toward instruction for our library courses specifically. LIB 3 and LIB 140 are credit courses; LIB 740, 741 & 742 are noncredit and are handled through that budget.

Your Program Cost per FTES average is: _____.

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

Evaluation of Resource Allocations

4. 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.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
N/A				

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) 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)?

Library faculty have partnered with the Learning Commons and Writing Center for several years. This includes workshops and training for tutors/fellows/SI's, etc.; regular circulation through that work space to provide research support, workshops in the LC on information literacy topics (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 own day to day work, to build awareness of the interrelationships among reading, writing and research processes, and to use that awareness in better serving students who come to this space for academic support.

Library faculty have also been a part of Guided Pathways planning from its beginnings at Gavilan. The principal focus of this work has been to look for intersections between library academic support and introductory courses in meta-majors, and to integrate with other academic support groups to provide the best possible wrap-around academic support to students.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. 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, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The academic support provided students through an embedded librarian model have 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. This year, a part-time faculty member was lost to a grant and we have been unable to locate a suitable replacement--a librarian with instructional experience who collaborates 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.



Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

ACCJC Accreditation Standard IIB;
Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

4. When the institution relies on or collaborates with other institutions or other Standard II: Student Learning Programs and Services 8 sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

There were no recommendations related to the above standards during the 2019 accreditation.

There is a recommendation to modify our ILO's to specifically reference information competency, but from my vantage point ILO A (critical thinking) addresses information competency quite fully.

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing [Launchboard](#).**

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

n/a

3. What percentage of students is attaining a living wage **(100 words or less)**?

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

n/a

Appendix

Optional 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. **All replies should consist of 100 words or less.**

1. What training does your program provide 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.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? 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 its contacts 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. This increased contact is reflected in greater use of library resources: a 31% increase in database usage and an 18% increase in e-book usage.

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

We have two latinx staff members who are fluent or near-fluent in Spanish. Library faculty and staff have participated in or sponsored a host of clubs connected to the LGBTQ community, veterans, and more.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

Review Process Feedback

1. 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.

I believe asking each program to view institutional GavDATA and reflect on its own program data in relationship to institution-wide goals is extremely helpful in building a baseline awareness of who we are and where we need to go.

The exceptions for unique programs will continue to be a challenge; some of the funding questions were not possible with the resources available to me.

Overall, this review feels like a more meaningful process than before; however, this will only continue to be true if this is followed by a process in which budget, program plans, and institutional goals are laid out and resources are truly allocated according to agreed-upon priorities--ones identified by an inclusive, representational group of faculty, staff, students, administrators, etc.

Three-Year Program Plan Goal Setting Worksheet

Library

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal**</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>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.</p>	<p>Provide robust academic, technological, and support services to ensure intentional interventions are received by all students at appropriate times</p>	<p>Create a plan for providing input on new library space. This begins with a library advisory committee--a broad, inclusive group--that will help form a vision for a new kind of learning space.</p>	<p>Head Librarian, Library Advisory Committee</p>	<p>Meeting support, field trips, and other development activities in first year can be paid for through the bond. Funding request for this stage of planning: \$2,000.</p>	<p>Spring 2020</p>	<p>Development of a report from advisory committee that informs the architectural design of the new building. Presentation of that report to the board and shared governance groups.</p>
<p>Increase instructional partnerships with a range of disciplines and meta-majors with an emphasis on integrated academic support—beginning with 3 social science and 1 science partnership.</p>	<p>Ensure adequate support services are in place to help students enter and stay on their pathway.</p> <p>Provide robust academic, technological, and support services to ensure intentional interventions are received by</p>	<p>Participate in planning with Guided Pathways completion team and make presentations to departments with the integrated academic support vision as a major message to share.</p> <p>Increase library faculty to meet expanded need.</p>	<p>Library faculty: head librarian and other instructional librarians</p>	<p>Increase part-time instructional library faculty by one 50% position. I do not have enough information to calculate this cost.</p>	<p>Fall 2020</p>	<p>Library presence articulated formally in Guided Pathways plans. Documentation of presentations to departments.</p> <p>Additional instructional faculty.</p> <p>Increased contact and partnerships with instructional faculty.</p>

	all students at appropriate times					
Develop and acquire resources, technology, and learning experiences that reflect effective practices in increasing accessibility and student engagement.	Improve equity outcomes by increasing course completion and graduation rates in target populations by five percentage points over three years.	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.	Library faculty: head librarian and other instructional librarians	Up to \$3,000 for development of online learning modules. No cost for revision of existing courses.	Fall 2020	First online information literacy learning modules used by classes and evaluated for effectiveness by end of fall 2020 semester.
Develop and acquire resources, technology, and learning experiences that reflect effective practices in increasing accessibility and student engagement.	Ensure adequate support services are in place to help students enter and stay on their pathway.	Bring new library platform fully online. 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 library resources more accessible to faculty and students.	Library faculty and staff	None	Fall 2019-Spring 2022	All staff fully trained in day-to day operational aspects of new library platform by May 2020. Record of regular trainings, lists of learning resources, staff and faculty connected to state listservs, staff awareness and participation in regional trainings for ongoing professional learning.

Signature Page

Program being reviewed: **Library**

Date: [Click here to enter text.](#)

How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Doug Achterman		
Dean	Randy Brown		
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Erin Crook		12-2-19
PIPR Support Team			