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| ­ |  **Library and Information Technology Advisory Committee****November 3, 2015*****MEETING MINUTES*** |

**Room:** AA-140

**Time:** 11:30 a.m. – 1:30 p.m.

**Chair:** Sara Cassetti

**Recorder:** Kellis Neidiffer

**Attendees:** Irina Clark, April Cunningham, Margo Denton, Judith Downie, Jennifer Fabbi, Marlene Forney, Lisa Franson, Katy French, Beth Grinstead, Jack Kahn, Rebecca Lynn, Laurel Moran, Donna Morris, Linda Morrow, Michelle Ohnstad, Peggy Richardson, Viktor Sjoberg, Connie Sterling, Rose Tozer, Daniel Wanta, Tamara Weintraub, and Benhui Zou

1. **Welcome/Introductions**

Katy French, Co-Chair of the Library, introduced Sara Cassetti, Chair of the LIT Advisory Committee. Sara welcomed everyone and each member introduced themselves.

1. **Approval of Minutes**

The LIT Advisory Committee Meeting minutes for 2014 were sent out by e-mail prior to the meeting. There was a call for any corrections or additions. There were none. Donna Morris moved that the minutes be approved, seconded by Margo Denton. The minutes were approved.

1. **Program Goals and Student Learning Outcomes**

Katy French introduced the LIT Program Goals and Student Learning Outcomes that were supplied in each member’s packet.

**LT-100 Introduction to Libraries & Information Services**

Marlene Forney shared her Course Outline of Record (COR) for LT-100. A copy of it is in each committee member’s packet. She taught the course with the new COR that has been updated so it aligns more closely with the Library Support Staff Certification (LSSC) Guidelines. An option was added for exploring diversity and in doing so they petitioned to have the course approved for the multicultural endorsement. Marlene is trying to strengthen the COR to show that with Libraries there is no way to serve our users without understanding diversity, the needs of diversity, the aspects of serving a diverse population, being a diverse workforce, and interacting with a government that has a lot of regulations and stipulations about how to address those concerns. She read the first line of the catalog description: Covers the role of Library Media Technicians and meeting information needs of diverse populations and communities served by the four major types of libraries. It then addresses access services, collection services, information services, and technical services. The specific course objectives and the content of the specific body of knowledge have also been updated. Marlene pointed out the places in the COR where diversity is mentioned in gender, issues of race, and segregation. The Chancellor’s office governs courses that can be offered under a certain course ID.

It was mentioned that physically disabled patrons as well as those that are have intellectual disabilities should be included in the COR. Jack Kahn, Dean of Social Sciences and Behavioral Sciences mentioned that the name of the course might be the cause of concern for the Board acceptance rather than the COR content. He will be glad to work with Marlene to get the COR discussed at a Board workshop rather than a Board meeting.

Because the COR was changed, one Student Learning Outcome (SLO) was added and one was revised. LT 100 students will be able to demonstrate understanding of the mission and goals, Library Technician duties, and responsibilities. Students will be able to describe typical workplace duties for the job title of Library Information Technician and related job titles. The updated SLO is now Use of Information Resources. Students will be able to demonstrate the ability to locate, evaluate, and utilize information in various formats through the use of library catalogs or databases.

The new SLO is multicultural awareness. Students will be able to identify strategies for meeting the information needs of diverse library communities. This is spelled out as people from different ethnic origins with varying physical and emotional abilities, people from various racial categories, and people from a range of socio-economic backgrounds. The students being taught this fall are aware of this.

A comment was made that the on-line component of the class makes the students more willing to be open and share their experiences.

A committee member thanked Marlene for sharing the Library and Information Issues, the Library Bill of Rights, the Library Code of Ethics, the Freedom to Read Statement, and the Copyright Act with the members of her class. This information is vital and these documents need to be in all libraries where they are visible to everyone.

A question was asked - Are privacy issues like the Patriot Act discussed? Marlene indicated that they discuss the Patriot Act and the students read the guidelines for it in terms of Circulation/Patron Day Confidentiality. They also discuss the ALA Internet Toolkit rights/issues of filters. They need to school the legislative process because in municipalities and states, there are guidelines that need to be followed.

**LT-115 Library Operational Skills/Public Services**

April Cunningham reported that LT-115 was taught on-line for the first time last year. There are no other big changes to report. There will be a review of the COR before the next Advisory Committee Meeting. She can update you at that time. April continues to emphasize bringing in materials from the profession. In addition to the textbook, there are a lot of readings from professional literature and she has a lot of assignments where students are directed to go out and access professional literature to help them answer questions that she poses in the discussion rooms. April emphasizes that students need to be able to self assess/evaluate their own work based on criteria that she sets. They talk about the reasons for that in class, on the discussion boards, and in their portfolios. At their work in libraries the students will be directed, but in a lot of it, they will be self directed. They need to be able to gauge their performance against a set of standards, so they practice doing that with the work that they submit. They do course level assessments, which has shown that students are doing well in understanding the steps for policy creation and writing mission statements. You can see that there’s an alignment between our course outcomes and our program goals and outcomes. They also assess the outcome of functioning effectively in the areas of privacy, copyright, and inter-library loan. The students who had taken LT-115 previously or who were enrolled in it at the time of the assessment performed much better on the assessment than those who had not taken the class.

LT-115 students do a self assessment of learning gains survey at the end of the class. That survey helped April to strengthen some of the things she is already doing, reinforce concepts, and add some more content in some areas. The overwhelming majority of the students reported gains in their enthusiasm for public services and their excitement in talking about it with their colleagues. Ninety two percent reported gains in confidence in being able to analyze issues that they would face in the library. Eighty eight percent reported gains in the ability to work with complex ideas.

**LT-125 Developing Information Literacy**

April reported that LT-125 is a one unit course mostly taken by LT students, but students outside the program are also apt to take it because it is a general information literacy critical thinking course. Students choose a topic and are guided through the research process, from developing that research question to refining and digging into a lot of the resources that they can use for their research. Then they gather up their research, summarize, and evaluate what they found at the end.

A committee member asked April what portion of non LT students take LT-125. Over the past few years, LT-125 has been part of a Learning Community. Learning Community students are not LT students. Last year LT-125 was paired with a Child Development course. This year it was paired with a Health course. The purpose is to give the students in the topic based course a chance to dig into their information literacy skills. It is combined so that the research that they are doing in April’s class is related to those topics. In the regular course session, only a small percentage are not LT students.

Katy showed the committee a bookmark that is in each member’s packet. It lists all of the required courses for the program. LT-125 is the only one unit course in the program. All the other courses are three units.

**LT-110 Library Operational Skills/Technical Services**

Tamara Weintraub taught LT-110 through last year. Benhui is preparing to teach it in spring and she is reviewing the COR to update it. Tamara reported that not much has changed from the previous year, but all the readings are current. The textbook is the most current e-book by G. Edward Evans. There are also some specialty cataloging books. Because there has been a move toward discovery and technical services systems, the focus for technicians is now on the principals and objectives of cataloging versus specific cataloging systems. There is an increasing need for knowledge of the newer acquisition systems. Tamara assessed the students during examinations.

Benhui reported that she will use a brand new textbook published in the summer. She feels that it will be easier for the level of the students. The textbook provides a nice framework for all things related to technical services from acquisitions, collection development, up to cataloging. It does not cover a lot about preservation. Benhui will need to supplement materials on that.

Tamara shared that she and Benhui are both technical services librarians at Palomar and they both have backgrounds in that. Tamara also has a background as a cataloger and in databases. She formatted the course based on her experience as a Librarian and her needs for technicians. The purpose of this Advisory Committee is to inform us of what is going on specifically and what the needs are in other kinds of libraries in this new age of technical services moving forward. Any input is welcome, especially those in charge of units that used to be technical services staff.

It was reported that CSUSM has dropped the word cataloging from their unit. It is now the metadata unit. Tamara has begun introducing metadata and the Discovery system to her students. She would like to know how deep to go with it because the terminology is changing.

Marlene mentioned that the WMS has a cataloging module for metadata.

A question was asked if RFID Systems and the varying of inventory control between a library automation and RFID are discussed as part of the Technical Services Technician duties. Tamara indicated that this was introduced as the bridge between the discussion of acquisitions processes, cataloging processes, and the security of materials. It will be something that will be explored deeper in the future.

It was mentioned that higher education has huge reserve collections that may have different kinds of cataloging and circulation rules. Tamara said that she talks about different levels of processing information, different levels for different types of access people need to have, the data points that are necessary, and making that information available to the systems that we have. Katy mentioned that special collections need different types of access levels for different types of formats. A committee member mentioned formats like materials in Braille and sets of manipulatives that instructors might like to put in a collection for students to look at.

Jennifer Fabbi, a graduate of the program, leads student tours through the CSUSM Library. She takes them through metadata and talks about the importance of what they do. The CSUSM Library has recently changed their entire system to ALMA. Jennifer talks about the impact that it has had on staff. She points out the reserves and the archives. She also talks about the different types of checkout and the different types of record manipulation.

**LT-120 Information Resources & Services/Reference and LT-130 Library Media & Technology**

Linda is working on updating both LT-120 and LT-130 CORs. She is currently teaching LT-120. Linda has a lot of students who are attending or hope to attend National University. She has the students individually visit libraries, getting to know what the library is and all the services that are available. The class has discussions through VoiceThread, which helps to build their online community. They can talk about and share experiences with one another.

Linda reported that things are changing in the area of reference. More technicians are doing reference work in both academic and public libraries. They need to be flexible, willing to learn, and able to adapt. Linda gives her students a very brief introduction to many topics. It is up to them to embrace it and then do a lot of discovery for themselves.

LT-120 might get a new textbook. The book that they are currently using is now in the third edition. Students do a lot of work with the databases. They just finished their presentations where they focused on teaching an aspect of database searching. They used PowerPoint, Prezi, or any kind of presentation software that they wanted.

The LIT students will be observing at the Information Desk at the Escondido Library, and at the Service Desk at the Vista Library (San Diego County). They may also be observing at other libraries across the county.

Input from the committee members indicated that most of the desks have one Librarian and one Tech, but during non-peak times it may be just the Technician. This allows the Librarian to focus on other work like outreach and programming. The Escondido Library is experimenting with a roving reference person.

At the CSUSM Library, the Reference Desk is staffed by a student pool. They are extensively trained on when they should refer to the Librarian on call or the subject specialist. There aren’t any Techs on Reference at CSUSM. The Supervisor for the student assistants will sit at the desk during assistant breaks. The students take care of printer problems.

A question was asked if the students are introduced to Chat Reference, LibGuides, or things that they could be tasked with updating. Linda indicated that LibGuides is new. Katy told the committee that she assigns a project in LT-140 using LibGuides. Linda said the students can use Chat Reference when they practice their interview. She pairs the students up and they work on questions, both open and closed ended.

Tamara observed Linda’s class and said that the Reference simulations were very effective.

At Mira Costa, the Library Techs are told to refer any paper search to the Librarian on duty unless it is a known title search. For Linda’s class it was suggested that during the job search part of class, during an interview, students can ask at what level are Library Technicians involved in giving Reference Service and what is the division of labor (what do the Librarians on the faculty allow the classified staff to do)? It is different in different institutions and from service desk to service desk. As someone else pointed out – a staff member may have one set of duties on the Circulation Desk for one hour and perform another set of duties on a different desk the next hour.

A previous student in LT-130 mentioned that Technicians are doing much more with technology. Schools are using SmartBooks. They are expected to know how to use document cameras, and LCDs. Students need to stay current with the times as far as technology goes. Linda said that it is very hard to teach students how to use these items online. She requires that students write troubleshooting guidelines for two different types of technology hardware. They have to write up how to solve problems step by step. The troubleshooting guidelines are then presented on a website that they have created.

**LT-140 Library Services for Children and Young Adults**

Katy reported that this course is up for review this year. The COR that you see in your member’s packet is a draft. This is the fifth year that Katy has taught this course. She would like feedback from the committee either now or later in an email.

Katy changed the textbooks. The previous textbooks were expensive and the audience was K-12 teachers and Librarians, but Librarians were not really the focus. Katy switched to Children’s Literature in Action – A Librarian’s Guide. It covers both children and young adults. It is not as comprehensive in terms of looking at individual genres, but it is designed for Librarians and Library Techs so it comes from the Library perspective and how we can support teachers. The cost of the textbook is reasonable and it is available on-line.

The second book Katy chose is also reasonably priced. It is a Crash Course in Children’s Services by Penny Peck. She did not have a text that dealt with services previously. She had to supplement with readings. The new textbook is not too in depth, but it covers all the issues and the major services. It focuses on children and young adults and how that is a unique audience.

Katy discussed the changes in the COR. The objectives are aligned with the outcomes. She added a student learning outcome that has to do with literature activities. Katy tried to align the course with the program student learning outcomes. She has put more emphasis on the mission of libraries. She emphasized reference services and looking at the needs of children, young adults, and their parents. Katy also emphasized collection development, library technology, and emerging technologies that LMTs would be working with. This is a survey course. Katy introduces items to the students and lets them run with it.

Katy has made efforts to incorporate more technology into the curriculum such as the library content manager software, LibGuides. Students create their own LibGuide and recommended book titles for a selected age group. LT 140 students also use the citation management software, EasyBib. They complete a collection development project where they use EasyBib to search an annotated bibliography. They can use their choice of MLA or APA formatting to create the final project.

Katy also uses Vimeo to upload videos of children’s libraries and school libraries to provide virtual library tours. Students are surprised to learn the duties of a school library Media Tech.

The students also use YouTube for literature activities. They videotape themselves performing the activity and post it on YouTube. The video is shared with the class through Blackboard. Some students create a book trailer. They use the tools that they learned in Linda’s class to put the project together.

Katy has also strengthened the part of the course that focuses on legal issues pertaining to children and young adults (unattended minors, adults in the children’s room, etc.). Laurel Moran, an LIT Advisory Board member, is an attorney that works in the Law Library. She produced a video lecture that Katy uses in her class. It reviews relevant laws including FERPA.

The course also includes supporting the K-12 curriculum via Common Core, information literacy, and homework needs. Other course content includes diversity, multicultural literature, English language learners, and speakers of other languages.

A committee member suggested that for public libraries, there are summer reading programs and other kinds of programs like Newberry and California Young Reader Level. It might be worthwhile to have the students investigate what the pop culture is into so that they will be able to understand and connect with them.

It was also suggested that kids with dyslexia, learning disabilities, and special needs might require some interventions from the library.

A comment was made that the school libraries need to promote internet safety with programs like Common Core and CommonSenseMedia.org. School Library Techs may be asked to touch on that in school orientations.

A committee member suggested that Library Techs should know about book challenges and how to deal with reconsideration of books. Katy covers all of that in her class.

Students in LT-140 are required to complete 15 hours of service learning in a library or any educational setting that serves children or young adults. This is connected to the college’s service learning program so the units they earn go toward service learning here and transfer to other four year colleges. Palomar has a service learning agreement in place with the San Diego County Library. If you are interested in having volunteers in your library, please let Katy know. Students will be looking for a place to volunteer at the beginning of the spring semester.

1. **Discussion of Program Initiatives**

**Follow-up to 2014 LIT Program Assessment**

Katy updated the Committee on the Program assessment for the program goals of building an on-line community and preparing students to succeed in an on-line environment.

**LIT Program Orientations**

Katy mentioned that one, two hour program orientation is held per semester for all students taking LIT courses. The orientation consists of community building activities, ice breakers, tools and strategies i.e. time management, and small group breakout sessions so the students can meet with the instructors in small groups. It has been successful. Orientation provides a chance for online students to meet each other and their instructors face to face. Orientation will be increased to three hours in fall 2016 with the first hour being an elective. The extra hour will provide students who are brand new to the program assistance with Blackboard, on-line learning tools, and some of the technology that LIT students may find challenging.

**LIT Facebook**

Katy reported that the LIT Program started a Facebook page at the beginning of this semester. The link is <https://www.facebook.com/groups/LITpalomar/>. It has 22 members (faculty and students) and they are very active posting comments and pictures all relating to libraries. Job announcements are also posted on the page. Alumni and other professionals in the field are welcome to join.

**LIT Website Development**

Katy mentioned that she will be updating the LIT Website in the spring. She will add tools and link to resources in order to help new students succeed in an online learning environment.

Dean Kahn mentioned that the college is in the process of hiring a web coordinator.

**Spring 2016 Assessment**

Katy reported that they will be assessing the “sense of community” program goal in spring 2016. It was measured a couple of years ago and we will be looking to see if the initiatives that were put in place have been successful.

**Perkins Funding and Purchases**

Katy referred to the Perkins funding document in the folder. Every year we apply for funding starting in January. The money we receive has to be spent right away. The funding is used to help enhance the students’ experiences in the program. Katy would like to know if the committee has any ideas for a resource that can benefit the students. Funding from last year included journals for the LIT Program, a guest speaker, a fieldtrip, RDA, EasyBib, VoiceThread, technology tools, and professional development for the faculty.

**LIT Internship/Cooperative Education**

Tamara referred to two brochures in the committee member’s packet. One is information that potential employers might need to know to establish themselves as a site for student internships. The other is for students who are interested in an internship. Both of these brochures are on the LIT website. The internship is referred to on campus at Palomar as Cooperative Education. It fulfilled an elective requirement for a degree or certificate in our program. The elective requirement was eliminated for students who began the program in fall 2014. The students who enrolled in the program prior to fall 2014 may still be required to do the elective requirement.

Tamara has been the Internship coordinator for four years. The Coop Ed requirement has not affected enrollment. There are about 12 to 15 students per year, split between fall, spring, and summer semesters, who do internships. They get college credit for practicum in a library. The college credit still applies to the degree or certificate in this program. The internship can be at any library. Arrangements for the relationship are set up by the student and the internship employer. The students have to fulfill certain requirements to receive credit. This includes a minimum number of hours that they must work, identifying objectives, and fulfilling those objectives. The role of the employer is to hire them, train them, supervise them, and suggest a grade in the end. If anyone is interested in having a Palomar intern, please contact Tamara. Her name and contact info is on the brochure. Most of the students do internships in school libraries, however some intern is public libraries, and a few in special libraries.

**Library Technology Program Annual Field Trip**

Tamara talked about the annual program wide field trip that takes place in the spring usually in March or April. It is a community building activity. Perkins funding covers part of the cost. Last year they went to the National History Museum in Los Angeles, Exposition Park, right next to USC and the Space Shuttle. There are usually about 50 people in attendance including LIT faculty, staff, students, and some student guests.

This year Tamara just finalized field trip plans to take a tour of the new San Diego Public Library. This will happen sometime in March. It is a great time for students to get to know each other and build friendships while they are on the bus. They also get to know the staff and faculty better. Tamara would like suggestions for future field trips. Someone suggested a zoo library. Tamara is checking into the LA Zoo Library and also the Peterson Auto Museum (opening in spring) for future trips. Past trips have included the Huntington, the Getty, and the Fashion Institute of Design and Merchandising. The students were surveyed and the best time for the field trip is on a Saturday. A lot of the destinations do not have a staff member available on Saturday that can provide a meaningful visit (someone in the field who can talk to the students about what a career in a library like theirs means).

1. **Program and Course Recommendations**

Marlene mentioned that the Facebook page along with direct e-mails is where we post job openings that are made available to us. The students are embracing it.

There was a question asked if the Agnes Hammond Scholarship is still available? Marlene reported that it is still active and funds are available. There were three recipients this year – Kendra Dake, Sandy Evans, and Barbara Kueneman. They are current enrollees in the LIT Program. Awards have been given in the past to graduates going on to a Masters program to help prepare them for further work in libraries. Thank you notes were received. The Scholarship Committee ask the students to send a thank you note. The students are always appreciative. Scholarship amounts are awarded based on the application. If you know anyone who is in the LIT Program and interested in the profession, please have them apply for the scholarship. Graduate scholarships are only awarded to graduates from the LIT Program.

A question was asked if we have looked into Zotero, a free bibliographic management tool. Katy said that they have looked into it, but Easy Bib works so well with all of our databases and WMS. Students have learned how to use EasyBib and they can use the free version when they leave Palomar. The expense of EasyBib is justified by providing more support to not just our students, but the whole college. It is money well spent.

1. **Election of Chair for 2016**

Sara opened nominations for a new Chair of the LIT Advisory Committee. Katy let everyone know that the Chair works with the Library Department Chair/Co-Chair to set the agenda.

Michelle Ohnstad was nominated for Chair and she accepted the nomination. The nomination was voted on and approved by the members of the committee. There were no objections.

1. **Next Meeting**

The next meeting date will be forthcoming. Kellis will send out an announcement. She will also send out a list of all the attendees to the committee members.

1. **Adjournment**

Katy thanked everyone for coming. Three door prizes were given out at the end of the meeting.

The meeting adjourned at 1:38 p.m.