



Library and Information Technology Advisory Committee November 15, 2016

MEETING MINUTES

Room: AA-140

Time: 11:30 a.m. – 1:30 p.m.

Chair: Michelle Ohnstad

Recorder: Kellis Neidiffer

Attendees: Sara Cassetti, Judy Cater, Irina Clark, April Cunningham, Margo Denton, Judith Downie, Alexandra Doyle Bauer, Margie Fritch, Marlene Forney, Katy Farrell, Katherine Gannett, Octavio Hernandez, Jack Kahn, Natalie Lopez, Rebecca Lynn, Debra Morse, Linda Morrow, Peggy Richardson, Cecilia Rincon, Denise Robertson, Paula Rucinski, Connie Sterling, Daniel Wanta, Tamara Weintraub, and Benhui Zou

I. Welcome/Introductions

Marlene Forney, Co-Chair of the Library, introduced Margie Fritch, Dean of Career, Technical and Extended Education. While Jack Kahn, Dean of Social & Behavioral Sciences Division, oversees the Library, Dean Fritch oversees the LIT Program. Dean Fritch spoke to the group about the importance of community colleges and the task force that has been put together by the State Chancellor's office that will look at Career Technical Education (CTE) programs. The Strong Workforce Program provides Federal Funding for the college that is based on the number of Career and Technical Education students served. Dean Fritch was happy to announce that every year Palomar College will receive just under 2.1 million dollars for the program. Sixteen million dollars was awarded to the region. Sixty percent of that goes out to the 10 different colleges in the region. The deans are meeting tomorrow to discuss how the funds should be distributed. Library and Information Technology has an application in for funding. Labor market data is critical to be able to tap into the funds. When the Strong Workforce Program funds are combined with the \$600,000 from Perkins Funding, Palomar is getting just under 3 million dollars support for the Career Tech Programs.

Dean Fritch wanted to know about the job opportunities and growth in Library Sciences and various attendees commented.

Marlene credited Tamara Weintraub, Linda Morrow, and Judy Cater as current and former Chairs for their work to promote job search resources in the LIT Program. Also mentioned was the work by LIT faculty with library partners to assess what skill sets students need and should have acquired before presenting themselves for job openings. She also shared that our Advisory Committee has been existence for about 20 years.

Michele Ohnstad from Mira Costa College Library and the current LIT Advisory Committee President, spoke about how the students need help navigating everything, from how to use computers to checking out materials. Faculty librarians provide research and teaching help that students need. Students also need help from the back office staff, who need to be properly trained so they can provide good service and help the students succeed.

Katy mentioned that the largest area of growth for employment is K-12 library techs, followed by academic, public, and special libraries.

Everyone in the room introduced themselves.

II. Approval of Minutes

The LIT Advisory Committee meeting minutes for 2015 were sent out by e-mail prior to the meeting. There was a call for any corrections or additions. Kellis received some corrections and requests for clarification via email which she will process. There was a motion to approve the minutes and a second motion was received. The minutes were approved.

III. Program Updates

a. **LIT Program Orientations Spring 2016 & Fall 2016**

Marlene spoke about LIT program orientations. These orientations are face to face and take place in the spring and fall. There are six core courses that are taught online and an additional seventh one unit LT 125 class which is offered online but is sometimes also taught face to face. About 50 plus students attended the fall orientation. Orientation is not required in order for students to take courses, but they attend because face to face contact is useful, desirable, and helps them build a sense of community. Online orientation options are also being explored and the college is looking at customizing some modules where students can get help with the mechanics of being an online student. The college is looking at switching from Blackboard to Canvas as the new learning management system. These tools are discussed at the orientation as well as an overview of essential aspects for the individual courses.

b. **LIT ePortfolio**

This fall 2016 Linda Morrow worked with April Cunningham to develop a program wide ePortfolio site using the Google Sites platform. This page will allow all LIT Instructors to work with students to help them create a repository for their key examples of work from LIT courses.

<https://sites.google.com/site/palomarlitstudent/>

The creation of this resource was to expand on Linda's successful use of ePortfolios for several years in her LT 130 class. She has each student make an ePortfolio where they keep their work. Linda showed the Advisory Committee members some student ePortfolio examples. The students in her class work together to make a blog with Blogger. They also make a reflection about what they learned. The students can use Voki or Eyejot. It was mentioned that CSUSM and San Jose State students are required to use ePortfolios. If students are thinking about going on to library graduate school, these students will be prepared to use ePortfolio. Linda mentioned that the ePortfolio may become a graduation requirement for the Library and Information Technology certificate program in the future.

IV. Course Updates

a. **LT 100 Introduction to Libraries & Information Services**

Marlene spoke about the change to LT 100 (as discussed at last year's Advisory Committee meeting) in which the course now qualifies for the Palomar College multicultural endorsement. Students who want to earn an associate's degree must meet a Palomar graduation multicultural requirement. Since LT 100 became an approved course to meet the requirement in fall 2015, our LIT majors can now maximize their coursework in meeting the overall college graduation requirements.

Last year was the first year that LT 100 was taught with the multicultural element added to the course outline of record. Marlene had an assignment where the

students read some biographies about people with diverse backgrounds who were diverse ethnically and in gender. Students would then write a response on what they learned about the person, what was similar and different to their own life experience and what changed about themselves because of reading about that person. This year, Marlene introduced the assignment using VoiceThread. This was another way to incorporate our LIT Program goal to strengthen our students' technology skills. She showed the Advisory Committee members a sample of the new diversity assignment. Each student had to use the VoiceThread software and reflect on five people. LT 100 students must also complete two library visits. Their reports about the visits continue to generate quality student work.

b. LT 110 Library Operational Skills/Technical Services

Benhui shared a course outline of record proposal for 2018. There are a lot of changes especially in the cataloguing section. She will focus on Resource Description and Access (RDA) instead of Anglo American Catalog Rules 2nd Edition (AACR2). Benhui will also be introducing students to BIBFRAME, the new initiative expected to replace Machine Readable Cataloging (MARC) as the standard for creating electronic library catalog records. This semester Benhui will be using a free open source cloud based system for library students called Koha Klassmates. It is a mock system for students to use so they can practice acquisitions and cataloging tasks similar to those they will be expected to complete 'on the job' in various libraries. Benhui showed the Advisory Committee members a sample of how the program works. RDA Toolkit and Classification Lab are also available for the students to use. The new course of record will need to be approved by the Curriculum Committee.

For further clarification Benhui acknowledged that inventory and de-selection is called weeding. It was mentioned that in the school libraries, students need to be taught the importance of when and how to weed as well as its usefulness. Benhui has four books listed that she would like to use. A question was asked if RFID is taught. Benhui said that it is covered in her class under the Safety of the Materials as well as in another section of the new textbook.

c. LT 115 Library Operational Skills/Public Services

April let everyone know that the revisions in LT-115 are very minor – only some modernization of wording in some of the descriptions.

d. LT 125 Developing Information Literacy

April indicated that there are no changes to this course.

e. LT 120 Information Resources & Services/Reference

Linda indicated that there are no changes to this course.

f. LT 130 Library Media & Technology

Linda made some changes for the spring of 2017. She is using a new book that was published specifically for library support staff certification. It aligns with ALA. There are some new terms in the book such as makerspaces, etc. The other book "Library Technology Companion" is listed as suggested reading. There was a comment made that it is nice to see books available for technicians. Marlene commented that the series of books is called "Library Support Staff Handbooks".

Professor Linda Morrow is one of the editors for the series through her work on LSSC.

g. LT 140 Library Services for Children and Young Adults

Katy Farrell talked about the course outline of record as being the guide for the class. It is updated every five years. It was updated in the fall and spring of last year and it was brought before the Advisory Committee for input and possible changes. The new course outline of record is in effect with minimal changes. There are new updated textbooks that focus on librarians as opposed to a K-12 teacher. There is a service learning assignment where the students complete 15 volunteer hours in any sort of educational setting that involves children from ages 0 to 18. Most students volunteer in a library and for a lot of them it is their first time working in a library. It is a very positive experience for the students. Katy thanked everyone in the field because the students always say how much they have learned from the other library techs, staff, and librarians.

Katy explained that service learning is a volunteer program with a supervisor at the site. The student takes what they learned from their experience and they reflect on how it relates to what they are learning in class. They also earn service learning hours. These hours are transferable to other colleges. Service learning is usually tied to a course and specific curriculum as opposed to an internship that is self-directed within the profession. The internship site supervisor serves as a mentor. With service learning, the student is volunteering. Mentoring and guidance is not required. There is a memorandum of agreement with San Diego County Library where volunteers from Palomar College can fill out a volunteer form and get service learning hours from any county library.

Students develop their own LibGuide in this LT 140 course for the different genres of children and young adult literature. Katy will be working to integrate the students into e-portfolios starting in spring. This is the class to take if the students are interested in working in K-12 school libraries, however, it is difficult to get service learning contracts for the students in K-12 libraries. Katy has asked students who are already working in a K-12 library if they will do a video tour of the library so that the students can see what it is like.

It was mentioned that one reason it may be difficult to have service learning volunteers in a K-12 school library is that the county requires all volunteers to have a background and medical check. This is a costly expense and a lengthy process (typically 3 months wait) for only a 15 hour service learning commitment. Benhui talked about the service learning brochures and let the Advisory Committee members know that if anyone is interested in becoming a service learning partner, there is funding available for TB tests, etc. through the service learning program.

V. Discussion of Program Initiatives

a. LIT Program Changes/Enhancements “New Offerings”

Marlene would like to make sure that the LIT program remains viable. In order to make that happen, possible changes must be explored. One possibility might be to offer 200 level courses. New curriculum would need to be written for such changes. The courses could possibly be offered on Friday/Saturday or possibly over an eight week period. Marlene will send out a survey in the spring to ask Advisory Committee members which model would be preferable and which type

of offerings their staff might be interested in completing. Members will also be asked if they are willing to offer professional development or continuing education credits to staff completing LIT courses.

b. Fall 2016 Program SLO Assessment

Programmatic outcomes are used to assess student learning. In the past, quizzes were used to evaluate improvement. Last spring our technology outcome was assessed. The technology outcome is designed to evaluate how effectively students will use technology in order to meet the needs of their library users. Going forward the student program ePortfolios will be used together with a rubric that April designed so that the faculty can easily share information and determine if the student is meeting the standard. Linda showed the faculty how well students respond to the ePortfolios; how effective they are for students to reflect on their own learning; and how easy it is to observe their files. It was mentioned that ePortfolios can be a useful tool in showing a future employer what skills have been acquired. These skills can then be used by the student on the job. By next year, faculty will be able to let the Advisory Committee members know what was learned from the new version of assessment as well as any feedback from students about how they are using it.

c. LIT Internships/Cooperative Education & LIT Annual Field Trip

In fall 2015 there were five LIT students in Internship/Coop Ed. In spring 2016 there was one LIT student in Internship/Coop Ed. In fall 2016 there are 4 LIT students in Internship/Coop Ed. These students enroll in the Cooperative Ed. prefix and then they are able focus on library work.

In 2015/2016 forty-one people attended the LIT field trip to the San Diego Public Central Library. There was no interaction with the San Diego Public Librarians because it was on a Saturday. There were only docent led groups. It was successful because people loved the venue. This spring the LIT field trip will be to the San Diego Zoo Global Library. Funding for this field trip is being paid for by a direct petition to the Palomar College Foundation.

d. Funding Support/Challenges

In the past we have relied on Perkins Grant for funding tools like Voki, VoiceThread, and RDA Toolkit. We aged out of Perkins Grant because we received funds from them for three years in a row. Funding, however, was received from the Program Review and Planning (PRP) process that covered some of the subscription costs. The lunch today, normally funded by the Perkins Grant, was funded by the Vice President of Instruction as petitioned for by the Dean. April and Natalie wrote grants that were funded by Student Success and Equity Council. These grants are unfortunately not for the LIT program. Marlene will rework the grant proposal for the Strong Workforce according to the feedback given by Dean Fritch and Dean Kahn.

VI. Program and Course Recommendations

It was suggested that shorter seminar courses should be offered. It was also suggested that maybe the LT 125 class can be offered for high school IB/AP students or possibly as a concurrent enrollment with the surrounding area high schools. April will follow up with the people on our campus responsible for concurrent enrollment. It was recommended that if the high school is interested in this type of a class, they should be the ones to initiate that option. Marlene hopes that our outreach librarian can be involved in this process.

It was suggested that an evaluation assignment be given to students so they can reach out to low information literacy high school students to coach and see why they are petitioning. Information received from this exchange might be the gateway to something bigger. This might be a good service learning project.

Another suggestion was to offer supplemental courses. Some ideas include archives or records management and disaster preparedness – How does a library plan for or recover from a disaster?

VII. Election of Chair for 2017

Michele Ohnstad was nominated to serve as the Chair of the Advisory Committee for a second year and she accepted.

VIII. Next Meeting

The next Advisory Committee 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.

IX. Adjournment

Michelle thanked everyone for coming and for the organizers of the meeting. She praised the library faculty for doing a great job with the courses that are being offered to students.

There were four raffle prizes given to the committee members with Post-it notes under their chairs.

The meeting adjourned at 1:48 p.m.