



Library and Information Technology Advisory Committee
March 10, 2020

MEETING MINUTES

Room: LRC-116
Time: 11 a.m. - 1 p.m.

Chair: Michelle Ohnstad

Recorder: Kellis Neidiffer

Attendees: Sara Cassetti, Judy Cater, April Cunningham, Alex Doyle Bauer, Katy Farrell, Marlene Forney, Carly Gutierrez, Carolyn Harvey, Erica Jones, Amanda Kalish, Betty Kellogg, Pauline Lance, Natalie Lopez, Rebecca Lynn, Tim Martin, Laurel Moran, Linda Morrow, Paula Rucinski, Havilah Steinman, Jennifer Stone, Marie Templo-Capule, and Benhui Zou

I. Welcome/Introductions

Marlene welcomed everyone to the meeting and introduced Michelle Ohnstad, Chair of the Advisory Committee. Michelle is also the Chair of the State Library Services Platform (LSP) Governance Committee. [Marlene stated that Michelle's selection for this role is a compliment to her service on the LSP Circulation Advisory group.] Of the 115 community college libraries in California, 110 of them moved from various library systems to the ExLibris LSP. The product is cloud based and has 2 major components, Alma and Primo. CSU already uses this LSP and some UCs will be using it shortly. Palomar's ExLibris implementation went live in January 2020. It has been a very big project and Michelle would be happy to talk about the whole project to anyone who is interested.

Michelle asked the attendees to introduce themselves.

Approval of Minutes

Marlene mentioned that the minutes were reviewed and submitted to the Career and Technical Education (CTE) Department at Palomar College in April 2019. All of the advisory committees are required to report about their programs. The minutes from the last Advisory Committee meeting were approved.

II. LIT Program Updates
LT Instructor Reports

LT100

Marlene Forney spoke about LT100 Intro to Libraries/Info Services. She enjoys teaching the class and the most rewarding aspect is when the students do their research projects e.g. *Cross dressing storytime and some of the controversies that have arisen from it*. It is a great learning tool since students get to give their peers feedback about their work. It extends the learning beyond the individual. A couple of years ago changes were made to the course that allowed it to be endorsed for the multicultural graduation requirement at Palomar. This is a learning experience for Marlene to broaden how this is done. This year she worked with colleagues (April and Linda) in order to make the assessment more targeted and robust.

LT110

Benhui Zou spoke about LT110 Operational Skills/Technical Services. It is a hands-on class with more and more activities added each year. Benhui uses Koha Klassmates, a free cloud based software that provides hands-on activities from acquisitions through cataloging. She asked the students to create a booklet from Research for College Libraries. They can create all the lists based on a topic area. The students then add the titles to Koha and create vendors, budgets, and funds which allows them to order materials, invoice, and receive them. During the second part of the class the students practice cataloging.

LT115

April Cunningham spoke about LT115 Operational Skills/Public Services. Students use Koha

Klassmates to practice with a circulation interface. They create records, check out books, check in books, and identify fines. April made a change recently to incorporate some additional quantitative reasoning into the course content. She worked with some Math faculty for Math Across the Curriculum. In this case, April was having students look at data about number of checkouts, number of hours open, and number of patrons coming in during those hours. They were thinking about comparing the performance of different libraries and also the limitations of comparing libraries using those metrics. April had some success with that and she will keep developing it. This was the first time some students had dealt with data this way and for some students it opened up a whole new world. They felt like they would love to work with more data in the future.

LT120

Linda Morrow spoke about LT120 Info Sources & Services/Reference. Per the Advisory Committee's recommendation, Linda is working on adding a Reader's Advisory component to the class.

LT130

Linda Morrow also spoke about LT130 Library Media & Technology. She added the ePortfolio to her class several years ago. Because Google made some changes to the program and discontinued the use of templates, it was decided by the department to try Portfolium. Students with a portfolio that employers can view, seem to have an advantage during an interview for employment.

LT140

Katy Farrell spoke about LT140 Library Services for Children & Young Adults. This class is everything you can imagine about library services for children and young adults especially in schools and public libraries. Katy and several others are working with a grant through the California Community OnLine Education Initiative (OEI) where they are self-reviewing the online courses using a rubric. They are working with an instructional designer to make improvements. Katy completed her work with the instructional designer over the break in January. She is in the process of making improvements to the course. Most students really enjoy the course and Katy tries to give them as much information as possible without overwhelming them. This class is so important given the current situation as far as staffing libraries in the public schools. Katy used to have the students learn how to use LibGuides and she had them put together a project with book recommendations in 14 genres and categories in children's and young adult literature. She is now using [EduBlogs](#) instead of LibGuides for these assignments. EduBlogs is a free product for education through Word Press.

LT105

April Cunningham spoke about LT105 Research & Informed Learning. Previously, as part of the program, there was a one unit Information Literacy course (LT125) that was required as part of the certificate. To obtain the certificate, in addition to the Library Tech courses, the students needed to complete either English 100 or Business English 105 as well as a Computer Science Applications class. April assessed that as a one unit class, LT125 was not giving students the chance to apply Information Literacy concepts beyond just understanding how they worked for themselves. By developing the Informed Learning class our LIT Program was able to remove the English requirement to earn the certificate. LT105 was designed to introduce students to the idea of information literacy evaluating information for themselves, and to provide time to reflect on their own process as well as how that would influence their approach to helping people with information questions in a library. This class practices with LibGuides because they are thinking not only about what they need to do for research; but what are some materials that already exist ; or some simple things that they could make that would help somebody starting off their own research; and then put that into a guide. They practice writing a persuasive message like a speech that they could give to convince people to consider anew, something that they researched in the class. They are provided many opportunities to 'think about rhetorical moves' and they are practicing writing again. This is the area where we have really been able to build up student skills in the course.

Historically our courses have only been offered once a year either in the fall or the spring semester (except LT125 which was previously offered both in fall and spring). However, LT105

will now be offered as an 8 week, 3 unit course in the summer. While this course offering format will be intense making completion more challenging, the change allows us to meet student interest in summer classes. It also allows students to spread classes out over 12 months instead of 2 semesters if they choose to do so. LT105 has gone through review by an instructional designer. This helps to make sure that it is very clear to students what they are doing as they move through the class and why. It also helps with their own reflection on their learning and their ability to transfer that learning into other classes.

April's dream is that students who hear about the program will have the opportunity to start classes in the summer with LT105. Everything they learn in LT105 gets them ready for all the other classes they will take. It puts students in a really good position to succeed in our program. For students who got caught in the middle, having already completed the English requirements and thought they were going to do the one unit LT125 class, these students are being looked at on a case by case basis. The term "Informed Learning" is a concept from Christine Bruce, which is combining the work that you do on your own to learn about something; with reflection on how people learn in general; and how to help other people too. LT105 is an open class and April is happy to share any of her information with whomever is interested.

LIT Program Student Learning Outcomes

Alex provided a handout and talked about the updates for our student learning outcomes. They need to be more streamlined so that they are easier for the students to understand. This information has mainly been on the webpage but it is going to be sent out to our students in a broader manner. Some keywords in the description have been changed, as well as some changes in Access Services, Acquisitions & Cataloging, Reference & Information, and the Technology areas of the outcomes. Alex showed the committee the website.

New LIT Portfolio Approach

Katy mentioned that the Library Technology Program has for several years integrated an e-portfolio into the curriculum so that when students finish the program they will have a portfolio to show their work to potential employers. This is still being done. Carolyn, who has almost completed the program, showed an example of her portfolio using Google sites. The college is currently working on initiatives coming from the state, trying to make improvements to the programs overall. They are currently looking at e-portfolio software as a college for students to use to share their work and to ensure learning during class. They can submit work through an e-portfolio to be assessed by their instructors as well as others. Canvas is the learning management system that the college uses. They recently acquired a product called [Portfolium](#). It is a social media place for students to e-portfolio. Portfolium is connected to over 400 employers and many universities and colleges. It communicates well with other platforms. [Portfolium was purchased with a California Community College grant](#) and it is set up so that students at Palomar can share their project directly in their portfolio through Portfolium. Once they leave Palomar, they still have access to their portfolio because it is a free product. It also integrates with LinkedIn and Facebook. It gives students more exposure because it can be shared on other platforms. The college is looking at adopting a portfolio product. The LIT program is an early adopter for Portfolium. Katy is the lead on campus for that project. She showed the committee her Portfolium account. It does not allow for a template for the LIT program, but it does have badges that may be set up to show completion of the LIT courses.

LT Course Alignment to State Online Standards

Improving Online Career Technical Education (CTE) Pathways (IOP) Grant

Marlene spoke briefly about this grant that Palomar won. CTE faculty in particular were recruited to have their courses reviewed and assessed for meeting the rubric that has been established for the Online Education Initiative. Not many CTE faculty responded so it was opened up for a broader inclusion. All of the LIT instructors volunteered to go through the process. It is rewarding because there is financial compensation, but it is also time consuming. Even if your class is well designed, courses must be aligned with the state rubric. The LIT courses are not ready to be offered in this statewide repository because Palomar hasn't approved participation for our institution. If our courses align with the state rubric, then as soon as Palomar approves participation our courses would be ready to go. It is also good pedagogy. It is a major time investment, but it makes the program better for students and improves retention and success

rates. The hope for the program is that by participating in the grant, all the courses will become stronger. Congratulations to the LIT faculty for persevering!

III. **Future LIT Program Considerations**

Credit for Prior Learning Considerations

Marlene spoke about a credit for prior learning option. This was driven by the need to help our military students have an opportunity to get credit or meet pre-requisites for work that they had done with military personnel instructional packages in order to advance/increase rank within the military. The college went to some statewide meetings where this option was discussed. They worked to create a credit for prior learning procedure. It is being implemented. It has some implications for the LIT program because there are some students that have worked in the field for a number of years who have been asking to opt out of certain classes. This might be an option to consider in the next year. This might allow more people to complete the program because they won't have to take all the courses, but there are a lot of scenarios to consider. The program currently has 24 credits. A maximum of 6 credits for prior learning might be an option to consider; or depending on the amount of work experience on the job and the number of years of experience. Funding for the college will eventually be based on success ratios.

Considering Certificate of Proficiency

Marlene let the committee know that currently we have a Certificate of Achievement or an Associate degree. A Certificate of Proficiency only requires 12 units. Completion rates for previous enrollees would need to be examined to see which courses students complete. This would help to determine if a Certificate of Proficiency should be developed targeting students planning to work in school libraries or perhaps for some other combination of key classes. April is looking at the analysis to see what trends can be identified. The objective is to increase completion of the program, and to position ourselves for when the funding formula changes. We are a small program and we have good success ratios/percentages, but that is not the same as having high numbers for completing certificates or associates degrees.

IV. **College Updates**

FCMAT

April talked about the report by the Fiscal Crisis Management Assistance Team (FCMAT). There is a significant deficit in the district. The college has been assigned a fiscal monitor paid for by the State Chancellor's Office to be here on campus and to observe what we are doing. He is available to give advice if we have questions about changing some of our procedures around budgeting. The Fiscal Monitor, Ken Stoppenbrink, has been introduced by our Acting President, Dr. Jack Kahn, and he will be attending Board meetings. Mr. Stoppenbrink will also be having meetings with faculty and administrators. The Fiscal Monitor will report back to the State Chancellor's office on our progress. The college is trying to move away from the fiscal crisis and possible insolvency later on. There will be a little bit of rightsizing of areas and shrinking to adjust to the fact that there are not as many students available for all of us anymore for the foreseeable future. The college was also spending beyond its budget. The [FCMAT report](#) and other information is available on the college website. Financial crisis in higher education is not new. It has to do with the changes in enrollment for higher education across the country because of the booming economy, online initiatives, and competition from the for profit schools for the online sector. In terms of what the college can control, they are being very responsive. There have been regular meetings updating the campus about progress on changes that are being made, like budget cuts, and criteria for spending. The LIT Program is still here and doing fine. If you need more answers on the financial crisis, please contact Marlene.

Guided Pathways Update/Bakersfield Mapper/Meta Majors

Marlene spoke about Guided Pathways, a program that has been ramping up across the state and at Palomar for a number of years. One of the ways that they are moving on this is to implement a resource that was developed at Bakersfield College. Marlene brought up the [Bakersfield Mapper on the Palomar website](#). Starting with a meta major identified by Palomar, it identifies the degrees available for that major and the coursework involved for the different degrees. The Library and Information Technology Program was moved out of Business and moved into the Social Sciences. Because of the work that we did last year when we met for Guided Pathways with a two year map for how to complete the program, this work helped prepare for meta majors. This is a work in progress.

Career Education Focus

Marlene brought up a link for the Career and Technical Education (CTE) [Career Education page](#). This link brings up a list of all the CTE programs. You can click on a program and it will show a video that introduces you to the program. The [Library and Information Technology Program](#) has an entry which showcases our award winning video.

V. Announcements

There is an opening at the Gemological Institute of America, Inc. (GIA) for a Library Manager position.

Mira Costa Library (Oceanside Location) has a great exhibit related to Women's Suffrage.

There is a push for the census at the county libraries which starts March 12th. Each branch has a designated laptop that goes directly to the census to assist the public in getting counted. The census is only available on-line.

The Vista Law Library is closing for phase I of a short term improved space renovation. The Law Librarians and services will be available at the Vista Public Library during the closure.

Vista Unified is struggling financially to keep all of their libraries staffed.

Cal State is trying to prepare for the Corona Virus.

Michelle encouraged everyone to wash their hands and stay safe. She wishes that there were more opportunities for the libraries to get together. Michelle thanked the Palomar LIT Program for doing such wonderful work and for providing libraries with potential employees. Marlene commented that we do it because we believe in the profession and we enjoy the opportunities to teach those interested in pursuing a career in libraries and information organizations. The profession is changing a lot and there is a lot of uncertainty. Marlene was distressed because for the first time since she has been teaching LT100, the projections for growth in the field were negative for library technicians at the national level. She doesn't know what is going to happen next year because although the economy is 'booming' misperceptions of what libraries do and the lack of adequate library funding to support them has negatively impacted library technician employment opportunities. This is a fight we fight but we do this because we really love our careers in libraries. The LIT Program remains a great resource to help people who want to work in libraries.

VI. Election of Next Year's Chair and Set Date for 2021 Meeting

Judy Cater nominated Michelle Ohnstad to be chair for the fifth year in a row. It was seconded by Alex Doyle Bauer. The nomination was so moved with all Ayes, 0 Nays, and 0 Abstentions. Michelle gladly accepted. Congratulations Michelle!

The group agreed that the next meeting will take place on Tuesday, March 9, 2021.

VII. Adjournment

The meeting was adjourned at 1:05 p.m.