LIBRARY AND LEARNING CENTRE

ANNUAL REPORT

2021–2022

VANCOUVER COMMUNITY COLLEGE

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WELCOME

Tannis Morgan, PHD
Associate Vice President, Academic Innovation

The Library and Learning Centre are foundational to supporting VCC students and faculty. This year's report once again demonstrates the excellence of the Library and Learning Centre in evolving its services during a pandemic. In 2021–2022 there were several important achievements and initiatives undertaken:

- Launch of myVCC Research website
- Growth and development of WriteAway and Academic Coaching
- Expansion of the open education resource initiative
- Increased investment in digital library resources
- Expansion of student laptop loaning

Congratulations to all the LLC staff who continue to demonstrate excellence and innovation in supporting the VCC community.

We acknowledge that Vancouver Community College (VCC) is located on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaʔɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

INDIGENIZATION, DECOLONIZATION AND RECONCILIATION

The Learning Centre and Library staff has continued its journey in seeking to support Indigenization, decolonization and reconciliation in its provision of student service.

The Learning Centre

In the last year, more staff members have completed the foundational San'yas Indigenous Cultural Safety Program.

The Learning Centre continues to implement online resources that recognize diversity and wisdom of Indigenous teachings.

First Peoples Principles of Learning and holistic wellness are now part of the online study skills resources and the learning strategies workshops.

The Four Feathers writing guide is available on the academic writing page. We are just starting to improve our online spaces but we have much farther to go.

In January 2022, in consultation with Indigenous Education and Community Engagement, the Learning Centre began a pilot service providing drop-in academic coaching to all students at the Broadway and Downtown Indigenous Gathering Spaces. Although there were very few students on campus at the start of the pilot, we are excited to continue this model of service, which builds supportive relationships.

The Learning Centre Coordinator, Emily Simpson, also hosted a Learning Specialists Association of Canada online seminar with the Pacific and Western regions in November 2021. This meeting discussed the support of Indigenization, decolonization and reconciliation efforts undertaken by Learning Centres/Learning Commons at Canadian post-secondaries in addition to collaborations and ideas for the future.

The Library

VCC Library is working to decolonize our practices, spaces, and collections, but there is still much to be done.

In the last year, working collaboratively with Indigenous Education and Community Engagement, the library participated in the planning and hosting of events for National Indigenous Peoples Day at VCC. We hosted a livestream event with Elder John in front of the Three Sisters Garden, where he offered a greeting, blessing, and song to the community. We also hosted two streaming and discussion sessions on Zoom: 30-40 of us gathered online to watch episodes of the 8th Fire series and discuss what we had learned, paths toward reconciliation, questions that arose for us, and our personal experiences. For those who could not participate in the live events, there were curated lists of graphic novels by Indigenous authors and films by Indigenous creators available online.

Similarly, the library, the Indigenous Education and Community Engagement Department and the Centre for Teaching, Learning and Research jointly facilitated another Indigenization professional learning series using the OER Pulling Together guide for teachers and

instructors. We met with instructors from multiple areas bi-weekly from October to March to discuss and consider how to incorporate Indigenous content and ways of knowing and learning in respectful ways into their department practices and pedagogy.

We also updated the Indigenous Pedagogy guide which is a great place to learn about Indigenous approaches to teaching and learning, including curriculum materials, resources for decolonizing and Indigenizing classrooms, and Indigenous pedagogy. This guide is appropriate for all levels of interest; whether or not they are new to the conversation, instructors will find resources to help them infuse Indigenous perspectives respectfully in classrooms and school culture. In the same vein, we added new resources to the collection that reflect Indigenous voices and perspectives as strong and resilient and that represent the diversity of Indigenous Traditions and Heritage.

The librarians book club completed "Indigenous Information Literacy" by Rachel Chong as the first book of the series this year. Coordinator of Research & Instruction, Alicia Copp received financial support from the Research Ethics Board to complete OCAP training. The First Nations Principles of OCAP (Ownership, Control, Access and Possession) assert that First Nations have control over data collection processes, and that they own and control how this information can be used.

Other Indigenous initiatives at VCC Library included a weeding project of the Indigenous collection, adding the special topics of Residential Schools, Sixties Scoop and Millennium Scoop, Missing and Murdered Indigenous Women, Indigenous Authors, Indigenous Languages, Business and Health & Well-Being to our Indigenous & First Nations Studies research guide and launching a quarterly newsletter for our Indigenous students with relevant information about library staff, collections, and services.

Finally, the library formed a new working group centered on Indigenous library's initiatives.

WHAT A LIBRARIAN SAID

"This semester, I had the pleasure of supporting Julie Gilbert and Radhika Kumar in identifying resources for a proposed course, Impacts of Colonization on the Health and Wellbeing of Indigenous Peoples (HRCA 1163). As with every question, I addressed this search with my own histories, biases, and values. I am a settler on unceded land of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and Səl̓ílw̓ətaʔɬ (Tsleil-Waututh) Nations. I am also a librarian in healthcare: I inherit the dual legacies of colonial violence that come from attempts to value some people, ways of being, and ways of knowing, over others.

This topic challenged my go-to search methods, like filtering by level of evidence, and prioritizing some publication formats over others. In listening for Indigenous voices speaking to the course topics, I brushed against a rich body of knowledge, generously shared: an APTN investigation into Indian hospitals, xʷməθkʷəy̓əm community members speaking to what matters to them on video, and Indigenous-produced podcasts addressing the implications of the In Plain Sight report.

Filters and other search habits cost voices. I am committing to thinking twice about when — and how — I turn down the volume."
— *Librarian Pamela Harrison*

ENHANCING LIBRARY INSTRUCTION

The librarian team meets regularly to discuss issues related to library instruction and to learn from one another. We seek to enhance instruction, to develop our personal skill set as instructors, and to support one another. This year we drew inspiration from other institutions and created a new VCC Library Instruction Statement for our library that reflects what we do. We hope by sharing this, along with the library learning outcomes that we most desire for VCC students, we can inspire the faculty we work with us to work with us to create classes that enhance learning outcomes across departments and courses.

The librarians have been seeking opportunities to ladder instruction into various programs in systematic ways. By looking at course-level learning outcomes we can better support student's in successfully learning and completing assignments. By meeting with students several times over the course of a program, at point of need moments when instruction is most relevant to specific tasks, we have the best opportunity to aid students in becoming critical consumers and creators of information at VCC and beyond.

VCC LIBRARY INSTRUCTION LEARNING OUTCOMES

Critical Evaluation

Critically evaluate information in light of its complexities of authority and production, and its relationship to existing knowledge.

Effective Searching

Formulate effective strategies to find relevant resources, while engaging in reflective and recursive searching practices.

Information Creators

Recognize selves as information creators while organizing and synthesizing information meaningfully, and contributing to scholarly conversation.

Ethics

Respect information creation as intellectual labor, through ethical use and attribution.

Information in Context

Identify how the production of and access to information are mediated by social, cultural, political, economic, and disciplinary factors.

Informed Selection

Select information sources with awareness of different kinds of authority, levels of credibility, and structures of publishing.

Question Development

Formulate questions of an appropriate scope for research based on information needs and in context of existing and possibly conflicting information.

NEW LEARNING CENTRE WEBSITE

Thanks to a collaboration with Studio Nuvo, VCC's design studio run by VCC students, the Learning Centre launched an incredible new website in September 2021.

The project started way back in November 2019 when the Learning Centre reached out to Anne Emberline, department head of digital design, with the idea of a website redesign as a potential student project. Anne felt this was a great fit for Studio Nuvo and linked us into the UI/UX course. Jon Bantados, Instructor of Digital Design, mentored the student team which included Alina Demidova, Emilie St. Pierre, Andrew Balce, Taylor Krulicki, Pahul Singh and Knowledge Majoni.

The student team reviewed current VCC brand requirements, explored other learning centre websites, analyzed our existing site and conducted a student survey for user experience on the existing website. They presented a suggested site map and impressive mock-ups of a new website homepage and content pages in April 2020.

We were very excited about the overall look and feedback they incorporated. James Fournie and Alberto Basurto-Gomez (Library Systems & Technical Services) built the new website using many of the student team ideas.

Simultaneously, the Learning Centre undertook an extensive review and curation of resources to decide what to transfer to the new website. Andy (Learning Centre business tutor) also did significant work in getting all the digital Learning Centre worksheets organized and up on the new website.

The website finally launched in September 2021 with a consistent VCC branding, a new look, improved user experience, and a mobile-friendly design that we are all proud of!
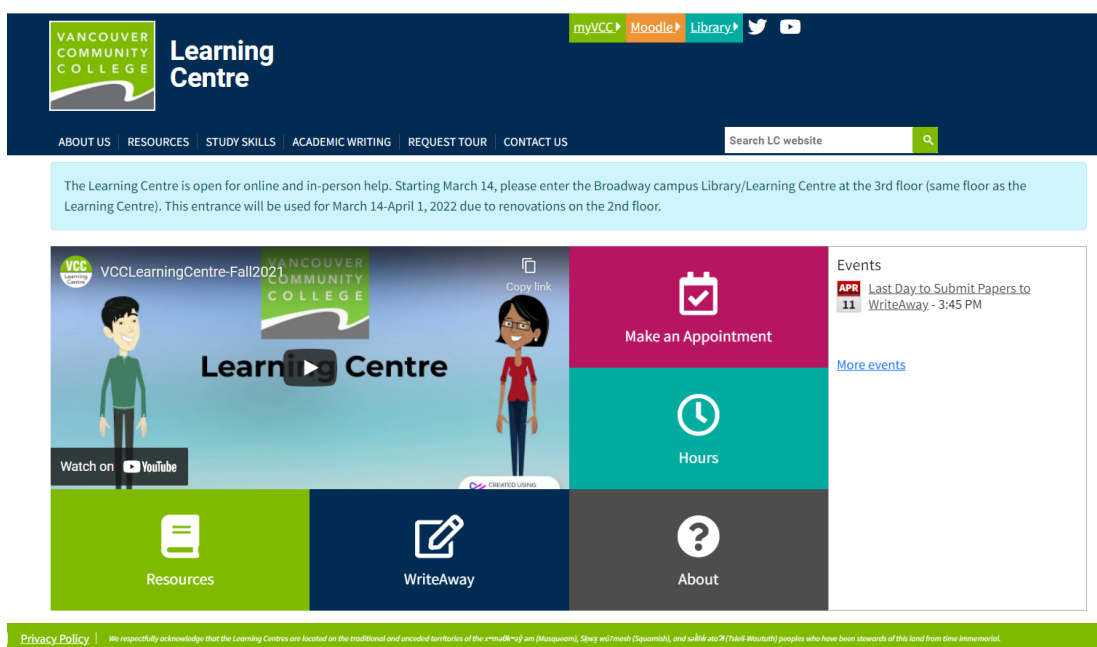
OPEN EDUCATION RESOURCES

Open Education Resources (OER) are defined as freely accessible openly licensed instructional materials. They are a powerful tool which are globally available and locally adaptable for everyone. OER can be freely downloaded, saved, and adapted to meet the needs of the user. Traditional textbooks are expensive and increase the financial burden on students and OER eliminate this burden. OER go beyond traditional textbooks and can include lesson plans, quizzes, and other teaching activities.

WHAT A REFERENCE ASSISTANT SAID

"Last year, I worked on a project to find suitable OER for VCC courses including biology, chemistry, and physics. The goal was to assess available materials and share my insights with instructors. A stumbling block can be the OER that are being considered do not match courses 100%. This should not be a deterrent to using them because the beauty of OER is they can be repurposed to make the content relevant and meaningful to each specific course. Most materials I reviewed aligned very closely with many of our courses. BCcampus and OpenStax were the main sites I searched, but I also reviewed materials at OER Commons and OASIS. BCcampus incorporates OpenStax materials, so I found this over and over to be the best option. It was so fantastic seeing how many institutions and organizations are committed to creating OER. Delving into this community it becomes apparent how welcoming, collaborative, and motivated this group is and how it extends beyond their local teaching circles."

— Reference Assistant Annelle Harmer

OER Grant Fund

Open Resources Coordinator Elena Kuzmina and VCC librarians have promoted OER and Open Pedagogy since 2018. We embarked on this initiative because libraries strive to provide equitable access, and OER are well positioned for reaching this goal. There is a growing body of high-quality, peer-reviewed OER, which rivals copyrighted resources and collectively have saved BC post-secondary students millions of dollars. In addition, benefits for educators include increased flexibility, adaptability, and customization of resources to better meet the requirements of their courses.

The OER Advocacy Group, after careful research of OER incentives in other institutions, prepared a business case that suggested providing grants to instructors would be the best way of encouraging OER adoption and creation at the college. Last year Tannis Morgan (AVP), our OER Advocate, secured funding for the VCC OER Grant, which supports projects that address accessibility and universal design for learning (UDL).

In order to adjudicate the grant, the OER Working Group was formed. The members of the OER Working Group are:

- Andrew Dunn (manager, online learning strategy & design)
- Brianna Higgins (department head of disability services)

- Shantel Ivits (OER author, department head for basic education)
- Tannis Morgan (AVP academic and innovation)
- Elena Kuzmina (Open Resources coordinator & librarian)

The OER Coordinator researched best practices of grants adjudication in other institutions and presented her finding to the Working Group. The committee members dedicated their time and energy to the adjudication process. They defined grant guidelines, answered applicants' questions, and offered OER grants to faculty and staff who were interested in adopting, adapting or creating OER that incorporate UDL principles. The grant recipients this year are:

- Kerry Muir (hospitality department) is working on adapting two existing textbooks for the HOSP 1660 Technical Writing course
- Lisa Tremblay (ABE youth & basic ed programs) is working on updating and improving an existing *Basic Education English 5/6* Moodle course based on BC Reads by Shantel Ivits (*BC Reads: Course Pack 5/Reader 5* and *Course Pack 6/Reader 6*), and aligning it with UDL principles

The adjudication committee's work laid out a good foundation for future VCC OER Grant's adjudication processes. We hope the VCC OER Grant will be a sustainable initiative that provides a good incentive for instructors to adapt, adopt or create open resources.

SPARC OER Leadership Program

The SPARC Open Education Leadership Program is an intensive professional development program to empower academic professionals with the knowledge, skills, and connections to lead successful open education initiatives that benefit students. Structured as a fellowship, each cohort becomes a vibrant community of practice that is further enhanced by expert instructors and mentorship support.

Elena Kuzmina, the Open Resources Coordinator was granted admission to the program in September 2021. The participation in the two-semester program helped Elena to acquire "a comprehensive understanding of the open education field coupled with practical know-how to take action on campus and beyond". She transferred this knowledge into her OER library subject guide that provides educators with the latest information on all things OER. She uses her knowledge to provide faculty with support in the discovery, creation, adoption, licensing, and stewardship of open educational resources. Elena assessed institutional needs and barriers relating to open education and addressed them by spearheading the OER VCC Grant Project in the fall.

She developed skills to define stakeholder needs, and advocate for open education to a wide variety of stakeholder audiences. She held numerous meetings with stakeholders and stakeholder groups that informed her future project: the creation of a VCC OER hub at vcc.open.ca, and a community recourse.

Elena benefited from access to leading experts in OER and built a network through a cohort of peers that she will be able to rely on after her graduation from the SPARC program. The peer network support was indispensable, and program's assignments, discussions, and weekly Zoom calls provided lots of encouragement, peer-to-peer support, mentorship, and valuable insights into OER processes in other institutions.

Elena would like to encourage faculty to participate in the new program intake since the SPARC program not only provides benefits to the participants, but also raises the college's profile in the OER community.

MYVCC RESEARCH

In September 2021, the Library launched myVCC Research. Alicia Copp, coordinator of library instruction and research, presented the site at the Leaders' Forum to spread the word in October.

The new Research webpage is intended to centralize all the information that VCC employees need to engage in research, explore opportunities, and enhance their research-related skills. News and events are updated by the library bi-weekly, showcasing workshops related to research, new funding opportunities, and other resources to build and enhance VCC's research community.

Content is directed at a wide audience, including those who are interested in research but unsure of where to begin. Content is also directed at those who have initiated research projects, and are seeking funding, or are considering a professional development project. We are also developing content for instructors looking for ways to enhance teaching and learning through research, or seeking to engage students in research projects.

Sharing research findings with the broader community ensures that work makes an impact. Individuals can find resources on: knowledge mobilization; selecting a publication format; choosing a journal; considering open access and copyright; and utilizing the VCC Institutional Repository.

There are also many external opportunities for funding, which can be overwhelming. We have provided a curated and grouped list of available research grants. Relevant VCC Policies and Procedures related to research, and information and forms required for Research Ethics Board (REB) approval are also located here.

The development of this site benefited from the input and contributions of librarians and library staff, as well as research and consultation with colleagues external to the library, including those at other post-secondary institutions.

https://employee.vcc.ca/departments/academic/research/
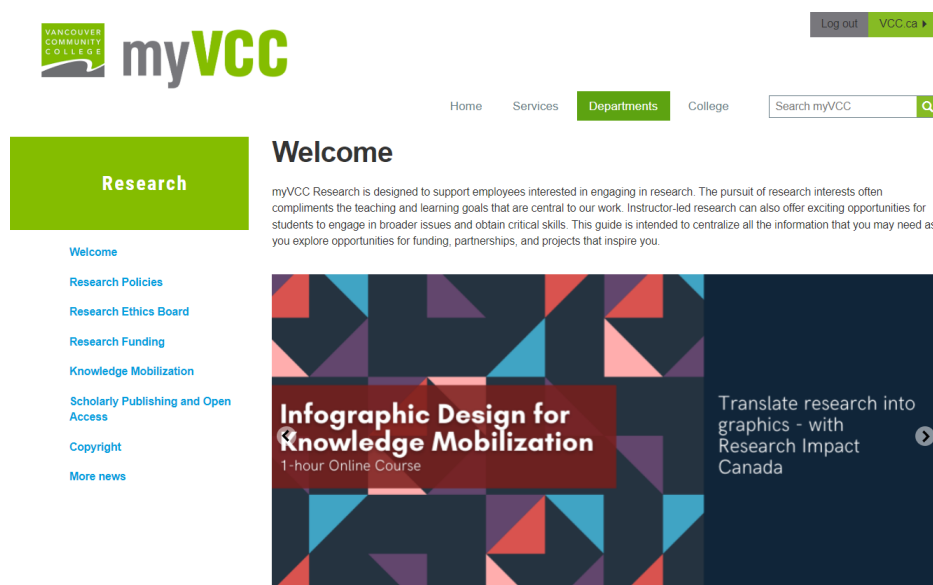
VCC ARCHIVES AND INSTITUTIONAL REPOSITORY

This year, the library has been planning and digitizing archival materials to launch an online Institutional Repository (IR). While still in development, the IR is available to view at vcc.arcabc.ca

The IR is designed to meet three goals:

1. Store and provide access to the published and unpublished research and creative works of our employees and students (e.g. articles, presentation, posters, photographs of creative works)
2. Preserve and disseminate our college's history (e.g. photographs, Board minutes, academic calendars)
3. Store and preserve our administrative reports (e.g. reports, budgets, committees)

This past year, in support of this work, we reorganized the entire physical archives and created a new tracking database to increase the findability of items. We also identified items to be digitized and added to the IR.

The VCC Institutional Repository is part of Arca BC, a collaborative initiative to support the development and implementation of digital repositories at BC post-secondary institutions. Arca is built on Islandora, a Canadian-developed open-source platform currently in use at over 100 public and private institutions worldwide.

Currently, there are several hundred photographs from the 1940s on, along with dozens of the college's academic calendars. Look for more coming soon!

Group of Practical Nursing students pose for a graduation photo, 1950 (vcc.arcabc.ca)

Institutional Repository (ARCA)

In 2021–2022 we added:
- 240 photos
- 216 calendars

Total items added: 456

COPYRIGHT AND VCC AUTHORED PUBLICATIONS

As the array of hybrid courses at the college continued to be enhanced over the year, many copyright consultations and permission requests were focused on providing access to digital resources while maintaining copyright compliance. The permissions process can present long delays and licensing fees, however, these challenges are increasingly offset by the use of open access and licensed materials.

In addition to numerous copyright queries, a substantial project was undertaken by Virginia Adams, copyright coordinator, and Madelayne Walter, contract librarian, to review VCC authored publications housed in the library archives. In total, over 250 publications were reviewed for copyright ownership in preparation for inclusion in the provincial post-secondary digital repository, Arca. This platform provides an opportunity for VCC authored works to be shared in an open access environment.

The project involved some investigative work to piece together college copyright policies and author agreements over the span of several decades. The publications for which the college holds copyright will be digitized and added to the Arca repository. For publications where copyright ownership resides with the faculty member(s), permission requests are underway to include the work in the Arca holdings. The project will wrap up in mid-2022.

PROCRASTINATION AWARENESS WEEK

After the success of the 2021 nation-wide, cross-institutional collaboration by Learning Commons, Academic Success Centres, Libraries and Learning Centres to host a week of free student events around getting unstuck from procrastination, the PAW committee decided to host a 2022 series as well.

From March 7–11, 28 institutions came together to offer 50 online workshops and events on thesis writing, time management, understanding procrastination, improving focus, health and learning, virtual escape rooms, pomodoro study halls, dance fit sessions and more.

The VCC Learning Centre and Library marketed the event to VCC students and Learning Centre Coordinator Emily Simpson presented a workshop on wellness in learning ("Be Well, Learn Well").

Over 500 students across Canada registered for PAW events.

WRITEAWAY

During the 2021–2022 fiscal year, tutors for WriteAway, the collaborative post-secondary writing tutoring service, provided feedback on 5,995 student papers. VCC tutors provided feedback on 266 papers and VCC students submitted 267 papers to WriteAway.

Some of the most common courses that students were seeking writing feedback for at VCC were University Transfer English, Psychology, and Sociology; Counselling; Early Childhood Care and Education; Communications in Business; Anatomy & Physiology; and Professional Communication in Science and Engineering. Students continued to praise the effectiveness of the service for helping them develop their writing skills and the positive encouragement received from the WriteAway tutors.

"The tutor led the revision by asking questions. What that allowed me to do was use the recommendations in ways I saw fit for my paper, and it allowed me to think critically about those choices. They also provided a lot of recognition which made me feel confident that I was on the right track. Thanks again!"
— Camosun College student.

"I have never used this service before, so I wasn't sure what to expect. The response time was very quick, and the review I received was really great. I feel more confident about my writing, and will be making a few small changes before submitting. Thank you. I will be using this service again in the future."
—Northern Lakes College student.

VCC tutors provided feedback on **266** papers.

ACADEMIC COACHING

Academic coaching is one of many common post-secondary academic intervention and support strategies to help students persist and succeed in their studies.

During this fiscal year, academic coaching was expanded to an average 8–10 hours of bookable appointments per week along with additional times outside of the schedule as student need demanded. In total, 51 coaching appointments were made by 44 unique students.

Academic coaching sessions at VCC use an open inquiry framework of asking open-ended questions to help the student "creat[e] a plan to overcome their academic challenge . . . In doing so, they gain the ability to self-regulate their strengths and weaknesses and can seek resources when necessary" (Kleen, 2021). Students brought up a variety of challenges from adjusting to a new country, differences in educational culture, effective reading skills, focusing during online lectures, time management skills, test-preparation and test-taking skills, and wellness in learning.

Increased marketing through the VCC student newsletter, my.vcc.ca, Learning Centre tours and start of term emails to faculty has begun to raise awareness of academic coaching at VCC. In the last year, the majority of students have used academic coaching as a single session boost to their learning success, but there is potential for recurring sessions that support student reflection, development, and academic success.

Kleen, A. (2021). *The Effectiveness of Academic Coaching in Improving Academic Performance of First-Year At-Risk Students in American Universities* (Paper 350) [Master thesis, Abilene Christina University]. Electronic Theses and Dissertations. https://digitalcommons.acu.edu/etd/350

51 coaching appointments were made by **44** unique students

WHAT STUDENTS SAID

"I was happy to go to school and borrow a laptop from Vancouver Community College. I really appreciate all the nice perks available to newcomers like me." — Mai Vu VCC (2022, April). Creating educational access for LINC students through technology, myVCC News.

"I'm grateful that tutoring is available for students. There have been times I didn't understand a question but Gordon and Darren helped me understand the concepts. I did not feel judged for not understanding something. Thank you!"

ACCESSIBILITY

With the growing focus on universal design in learning in education, the Learning Centre has begun reflecting on how to improve the accessibility of its learning resources. We have over 400 worksheets available for download from our website. These documents were created prior to understanding universal design for learning and, in particular, how screenreaders would work with our documents.

We are currently undergoing a process to improve readability and accessibility in our resource design, and with a mindset that these worksheets will be used more frequently online rather than in hard copy. Darren Rigby, Math/Science Tutor, has been the lead on this project. Some of the basic steps in revising our worksheets and resource templates are:

- adding alt text to every figure, diagram, graph and relevant image
- correctly using styles (Heading 1, Heading 2, body text) and numbered lists to assist with navigation within the document
- selecting fonts that are rated highly accessible (Verdana and Rockwell Bold)

The biggest challenge has been the sheer number of mathematical equations, chemistry molecules and math and physics diagrams. For chemistry molecules, we have explored SMILES line notation and other clear ways to describe in text how atoms and bonds are arranged. For math and physics worksheets, we obtained MathType software to rewrite all equations and formulas and have documents that can be easily converted to HTML and read by a screenreader.

SHELLY'S SUCCESS STORY

Shelly began her studies at VCC in the Pathways program. She found out about the Learning Centre early in her classes and began using English tutoring services to support her speaking and writing skill development. Since then, she's travelled a long way with the Learning Centre by her side over several years.

After completing Pathways, Shelly moved onto ABE courses including chemistry and biology, and began working with the math/science and life sciences tutors to support her academic success. She then enrolled in University Transfer courses and is currently finishing up Biology 1220: Human Anatomy and Physiology 2.

She believes that the Learning Centre has really helped with her studies. She writes, "… I still have some obstacles like terminology, pronunciation, and grammar issues. Prolonged benefits from VCC are that I can still get instructions from the [Life Sciences, Math/Science and] English tutors at VCC Learning Centre. The knowledgeable tutors help provide professional [resources] and thought-provoking advice."

HYBRID SERVICES

With the return to campus in September 2021, the Learning Centre prepared to reopen as a fully hybrid service. In centering our values of accessibility and student self-determination, we wanted to allow students to choose how to access our services. We leveraged our online appointment software to create schedules where students had the flexibility to meet online or in person for every appointment.

From September–December 2021, 94% of English tutoring appointments and 65% of Math, Science and Business tutoring appointments were online. Clearly, students had varying preferences depending on the kind of tutoring help they needed.

Feedback from the fall term showed that tutors wearing a mask reduced the effectiveness of sessions for language learning students, so we adapted with more remote work for English tutors in winter term. This allowed us to safely increase the number of unmasked sessions to improve language skills practice. We continue to have at least one English tutor onsite at each campus every day, as well as the math, science and business tutors on campus the majority of the time.

In January–March 2022, 93% of English appointments were online and 48% of math, science and business appointments were online. According to our surveys, students chose online appointments because it was easier to find a time that works, not commute, and to practice without wearing a mask.

During the year, tours were offered both online and in person to meet instructor needs, and all workshops remained online to facilitate student attendance from any location.

We have continued to refine our online service by shifting the virtual session platform from WCOnline's custom module to Zoom, based on student feedback. The improvement in ability to screenshare, upload assignments to the appointment, embed session notes in the chat, and use of a platform students are familiar with from classes has been beneficial to both students and staff.

The Learning Centre is pleased to be able to provide hybrid services to students, and we will continue to assess that we are effectively serving student needs as educational delivery at VCC evolves over the next year.

WHAT STUDENTS SAID

"It was a very surprising experience to do online tutoring and I began to like it too. I have always done face-to-face tutoring and never thought of it this way. If someone helps me with the start-up I would even like it more and properly prefer/stay with an online tutor. After all, it was an enjoyable experience."

"I sincerely appreciate all that tutors have taught me to improve my English skills. I am very grateful for having the opportunities to get support from VCC Learning Centre online during the epidemic of Covid-19."

CHANGES IN OUR SERVICES

During the pandemic, the library lengthened the loan periods to support students and staff who experienced barriers to coming to campus. It was such a success that we have decided to make those longer loan periods permanent.

We increased the loan period of books from 2 weeks to 4 weeks; DVDs, CDs, Audiobooks, and magazines from 1 week to 4 weeks; and laptops and iPads from 1 week to 4 weeks.

We also implemented automatic renewals. Eligible material will be automatically renewed up to four times, as long as it meets these criteria:

- the item has not been requested by another user
- the current user has not reached their maximum amount of renewals
- the user's library account is in good standing

This takes the guesswork out of students and staff wondering when they should renew their materials. They receive an email telling them if the renewal was successful so they will know whether the item needs to be returned.

Laptops are the most popular item for loan at the library, and we are excited to partner with a few programs at the college to help students borrow laptops for longer periods of time. We now have laptops set aside for students in the following programs: Language Instruction for Newcomers to Canada (LINC), Disability Services (DS), and IECE (Indigenous Education and Community Engagement). The DS and IECE instructors will email the library to designate the eligible student and length of the laptop loan.

Also, with the support of the Partnership Development Office, the LINC team was successful in requesting additional funding for technology from Immigration, Refugees and Citizenship Canada, resulting in the purchase of 20 laptops for the LINC students to use. The library is loaning these laptops to LINC students, who are very appreciative of this service.

In addition to the department-specific laptop loans, our first-come, first-served library laptops are still popular. We have 14 Downtown and 22 at Broadway, with more to come.

We are also transitioning to a new booking system called LibCal which will make it easier for patrons to book equipment and study rooms for a specific time period. Now patrons can view availability, make a booking, and change or cancel equipment and study room bookings themselves. We have also made some computers bookable so that students can be assured of a computer if they have an online class. The past year we have helped the students access the technology needed to be successful in their studies, as online classes become the norm.

ONLINE RESOURCES ADDITIONS

The library has invested heavily in its online collections in recent years, which served us well during the transition to online learning. Here are some highlights:

In 2020

Videatives: Streaming service of 360+ video clips for early education and child development.

Criterion-on-Demand: Streaming feature film collection with thousands of English and French titles, over 100 documentary features, and approximately 135 foreign language films with English subtitles.

LION – Literature Online: Full text of more than 350,000 works of English and American literature and poetry, fiction, drama, from the 17th century to the present, as well as works of literary theory from Plato to the present.

Anatomy TV Premier Library Package – PLUS: Over 6,500 three-dimensional interactive models of human anatomy focused on individual organs, regions of the body, or anatomical systems.

WGSN Beauty: Leading resource for trend content, tools and technology for creative professionals in the cosmetics industry.

In 2021

NFB Campus: Over 5,200 documentaries, animated films, interactive productions, and short films in English and French, with a wide selection of study guides, a chaptering tool, and learning bundles with clear connections to today's major issues: environment and sustainability, Indigenous voices and reconciliation, and diversity and inclusion. Made by Canadian Teachers for Canadian Teachers.

HBR eBooks: Over 600 eBooks including 400+ monographs plus newly published eBooks, seminal works and more than 150 article compilations with foundational articles included in the HBR Classics series.

ProQuest College Complete: Over 45,000+ eBooks to facilitate teaching, learning, and research outcomes with coverage across all academic disciplines.

University of Fashion: hundreds of step-by-step, online fashion design and business video tutorials from beginner to advanced.

WHAT A STUDENT SAID

Amelia Godwin, a VCC graduate from the associate of science diploma, was quoted in a recent article as saying "VCC created such an accepting environment that she was able to bring her daughter with her as she used the learning services, libraries, printers, and other campus facilities. She also noted that tutors at the learning centre showed incredible patience in answering her questions." — Georgia Straight article (March 3, 2022).

BROADWAY LIBRARY UPGRADES

The Broadway library renovations included new ceilings, lights, carpets, and a reconfiguration of the washrooms to improve accessibility. After offering services in a temporary location for five weeks, our Broadway library team was pleased to return to a freshly renovated and refurbished space. Students and staff alike are loving the fresh new look!

LEARNING CENTRE STATISTICS

SERVICES	2020/2021	2021/2022
Tutoring Appointments	6,896	6,622
Tutoring Unique Students	679	842
LC Workshops	103	116
Tours	92	93
WriteAway (hours)	235	226.5
Learning Strategies Workshops (Coordinator)	55	44
Academic Coaching Sessions (Coordinator)	17	51

TOP AREAS OF USE

1. EAL Pathways
2. Language Instr for Newcomers
3. Adult Basic Education
4. UT Certificates
5. Early Childhood Care and Education
6. Bachelor of Science in Nursing
7. General Studies
8. Business & Project Management
9. Hospitality Management
10. Esthetics & Spa Therapy

LIBRARY STATISTICS

INSTRUCTIONAL SESSIONS	2020/2021	2021/2022
Library Classes	167	165
Library Tours	40	23
Total Classes and Tours	**207**	**188**
Library Classes Participants (Students)	3,398	3,244
Library Tours Participants	937	831
Total Participants	**4,335**	**4,075**

WEBSITE USE	2020/2021	2021/2022
Website Views	174,305	214,537
LibGuide Views	74,800	65,842
YouTube Tutorial Views	10,389	19,387

ARTICLES, EBOOKS AND STREAMING VIDEOS 2021/2022

We have included statistics going back to 2018/2019 fiscal, to compare pre-Covid use.

ITEMS	2018/2019	2019/2020	2020/2021	2021/2022
Ebook and Streaming Video uses	133,219	75,895	213,193	152,696
Journal Article Downloads	102,325	82,267	95,977	115,869

CIRCULATION 2021/2021

ITEMS	CHECKOUTS	RENEWALS	TOTAL
Books	3,000	2,965	5,965
Term Loans	1,120	15	1,135
Reserve >2h	472	31	503
DVDs/CDs	127	169	296
Periodicals	41	27	68
Equipment	330	3	333
Total	**5,090**	**3,210**	**8,300**

TECHNOLOGY LOANS 2021/2022

ITEMS	BROADWAY	DOWNTOWN	TOTAL
iPads	35	67	102
Laptops	208	130	338
Total	**243**	**197**	**440**

CREDITS

Vancouver Community College Library and Learning Centre
Annual Report 2021–2022

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