



**Instructional Program Review – Annual Update
2021**

Date:	10/13/2021
Program and Department:	Library Services and Courses, English & Library Department
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	Fall 2013- Spring 2014
Submitted By:	Kellye Cohn
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.

a. Have there been any changes that would require a change to your Program Mission?

No.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here: <https://www.hancockcollege.edu/about/mission.php>

Guided by our library mission we support the college mission to “provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.” As a college community we are aware that “quality educational opportunities” take place inside and outside the classroom. Library activities and resources ensure that students have college-level research resources 24/7 and experience educational opportunities that will serve them whether transferring or preparing for a job and enhance their abilities as lifelong learners.

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.

N/A

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

The library serves the college to promote student success through myriad partnerships and services. We directly support student success by improving access to instructional materials and tools (computers, reserve textbooks, anatomical models, etc.), collaborating with instructional faculty to include robust research components to their courses, and providing a safe, monitored space for studying, collaborating, and working. An embedded librarian program has been launched as well to provide direct, classroom support for students.

Since the onset of the COVID-19 Pandemic, service has been disrupted, but as of the start of the Fall 2021 semester, we have the Santa Maria Campus Library, the Lompoc Valley Center Library, and a new Online Library all open and functioning. Students can use multiple modalities to meet with a Librarian—face to face, email, chat, zoom, or by phone—to get their research needs met and to support them in their learning. Library orientations were moved online, both live and recorded, to accommodate various modalities. Areas in both campus libraries have been designated as Zoom areas to facilitate students with hybrid schedules (face to face, DE, and online synchronous instruction).

The LBRY 170 class has been offered as an 8 week course in addition to a traditional semester long course, and student response has been overwhelmingly positive.

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

The library has integrated a number of loaning services from other departments and programs. The library is now the central entity loaning computers and hot spots to students; removing that burden from ITS. The library is also in its 2nd year of administering the Books for Bulldogs Textbook Lending Program, with the total number of titles increasing from 200 to 1500.

III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Yes.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

Yes. We are in the process of ensuring that our assessment apparatuses align to our new Program Student Learning Outcomes that we instituted 3 years ago. We also are making sure that we have a means by which to assess all of them, whereas previous apparatuses to measure student learning outcomes were deemed insufficient or not adequate for the SLO they were aligned with.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

Evaluation of enrollment in full term LBRY 170, along with discussions with English faculty, drove us to offer an 8 week option for LBRY170.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

No, the program learning outcomes were modified recently.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

N/A

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

It is difficult to separate major trends, opportunities, and challenges outside of the context of the COVID-19 Pandemic. We have had to modify service in new and interesting ways in order to both provide the typical library resources to students, while satisfying the requirements from the CDC, Santa Barbara Public Health, and the administration.

The pandemic has created so much uncertainty—for students, staff, faculty. We had to close the campus, then open slowly up, then again constrict again in the face of a new variant. We are not alone in this either, community colleges across the country are facing similar struggles—and they too have libraries. One major trend we have seen is the switch from physical to digital holdings. A lot of college libraries (us included) have been print holdouts, mainly due to the popularity with our student demographic. In light of restrictions on both folks coming into the library, as well as use of physical materials at the start of the pandemic from fear of surface spread, many libraries have been rethinking these previous assumptions.

We have been offering new means for students to contact librarians—expanded chat hours, video conferencing software to allow for remote visits where we can show students how we are searching through library materials, and even piloted a Zoom terminal in the physical library to help accommodate students without the technology to support a Zoom visit.

We had a brief pilot of mailing materials out to students (it was deemed unfeasible to implement widely due to postage cost and library staff time in checking out material, packing, and double checking the address for shipment)—which we may continue for programs that have gone online but require physical materials for the students. Early Childhood Studies is a good example of this, as the program had to move to ERT, but there were projects in courses about reading a children's book to the class to work on performative and pedagogical skills with the physical book as prop.

The primary difficulty of the library has been weighing our desire for access with the safety of our users and staff. Closing the physical space was immensely difficult, as quiet space for our students to sit, study, or read has often been cited as a principle reason to use the library. As we have been opening up to access, we have had challenges both enforcing local COVID protocols with library users, along with modifying the space to adhere to current guidelines provided. An additional challenge is providing study space while adhering to codes that a librarian must be present for the library to be open. A key protocol which has impacted service has been keeping staff home if they are symptomatic (in the past, many of us would work with a cold without batting an eye, but now that is problematic).

Another challenge has been taking on the student laptop loan program that started with ITS at the start of the pandemic. Compound this with a still new Books for Bulldogs textbook loaning program and there has been an huge amount of strain put on the library staff and space.

Projecting into the future, this year a long-time librarian will be retiring—replacing her will be of the utmost importance to maintain our level of service. With the additional growth of library services, 5 full-time librarians should be seen as the bare minimum to continue operating without cutting programming, service, or hours.

- b. List any (internal or external) conditions that have influenced the program in the past year.

COVID-19 Pandemic, remote instruction, consolidation of loaning programs to the library, librarian retirement, DEI work and focus, new staff training

Data for Program with Vocational TOP Codes (CTE):

<https://misweb.cccco.edu/perkins/main.aspx>

Please review the data and comment on any trends.

- c. Current industry employment and wage data (please cite sources)

N/A

- d. Industry employment and wage trends

N/A

- e. TOP code employment CORE indicator report

N/A

- f. Advisory committee recommendations

N/A

V. Continuous Improvement of the Program

- a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
1. Design and develop a comprehensive information literacy program	Ongoing—librarians have been adding to the LBRY 170 Research Methods course to include more and more information literacy components. Librarians are also looking to create more curricula to expand information literacy instruction.
3. Develop a basic skills level library research class	Ongoing—librarians are investigating a non-credit library skills course that would satisfy this action item as well as possibly start generating apportionment from students utilizing the library.
4. Develop shared assessments for orientations and train all librarians on assessment	Ongoing—the pandemic has made training a bit trickier, but librarians are working on creating trainings for our part-time librarians on student learning outcomes assessment.
5. Provide adequate budget for electronic resources, media and print material	Ongoing—funding for specific portions of the library’s operation come from one-time and soft-monies, which makes future planning around services contingent on year to year funding decisions. In recent years, we have been very lucky to see most all requests find a source of funding, but that may not be the case (especially if budget’s college/statewide need to be downsized).
6. Expand the library orientation room L-320 (SM) or designate other space for instruction	No action--the library would like to see an expanded orientation room and a Facilities analysis is needed. The average class attending an orientation exceeds the number of computers available (18) and the maximum room occupancy (28). Covid has also shown the need for more space to accommodate social distancing and safety standards. For expanding the size of the library classroom, the easiest solution, without new construction, would be to absorb the ITS server room (which was formerly library space). ITS has new space in the K Building and upstairs in the L Building, either of which could accommodate their needs. Noise issues currently abound due to ITS staff and equipment (including loud cell phone use), which disrupt student studying and staff working nearby.
7. Digitize materials in college archives and Hancock Family Estate archives.	In progress—a scanner has been secured and some limited digitization has been completed. Funding is needed to support a publicly accessible platform. A student worker would be highly beneficial for the archives, particularly with the centennial coming up in 2020-2021.
8. Expand Library Building	No action--- The library vastly needs more space, for collections (growing every year), a second library classroom, as well as additional student study spaces. The library often receives requests to provide orientations and workshops at the same time, which is currently not possible due to the limitations of only

	<p>having one library classroom. Title V provides minimum standards for the number of library volumes, according to FTES. For an FTES of just under 10k at AHC (plus another 10k of non-credit students that the library serves) there should be closer to 200k volumes. The California Community College Board of Governors recommends that colleges meet or exceed these suggested standards, which can be viewed at the table on page 11 here: https://www.asccc.org/sites/default/files/IV.%20S.%20%281%29%20Role%20of%20Library%20Faculty%200.pdf</p>
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b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
Technology	Overdrive	\$115k	Expanded online access to fiction and nonfiction titles for students in all modalities. Many available titles are required by faculty for English courses and several other titles support the college’s social justice and DEI initiatives.
Technology	BibliU	\$50k	In response to the pandemic, we purchased a new platform to provided students access to e-Textbooks in order to meet the demand for course reserves. This has been very popular and we hope to expand our offerings to encompass more required textbooks.
Technology	Hotspots	\$14k	The pilot project in 2019 to buy 20 hotspots was funded by Student Equity for a year and was incredibly popular. Usage rates supported a second purchase with SEAP funds that expanded our holdings to 250 devices, with usage demands for further purchases in the future.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program, Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see "Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Library, 2020	Library Gates	Improving access, accurate assessment data	Equipment	\$10,000-\$35,000	\$150-\$450	Ongoing
Library, 2020	Self Checkout System	Improving access	Equipment	\$10,000-\$12,000		Ongoing
Library, 2020	Part-time Evening/Weekend Library Technicians (one for SM one for LVC)	Improving access, putting library in compliance with Board Policy and Administrative Procedure regarding Student Workers	Staffing		\$10,000-\$12,000	Ongoing
Library, 2020	Part-time LRC Technology Specialist	Improving access, supporting students, staff, and faculty	Staffing		\$5,000-\$6,000	Ongoing
Library, 2020	Offsite Longterm Storage	Supporting students, increasing	Facility	n/a	n/a	Ongoing

		useable space in the library				
Library, 2020	New Scanner for archival work	Supporting staff and faculty, improving access	Equipment	\$90,000		Ongoing
Library, 2020	Additional monies for electronic e- Book/e-Audio collections	Improving access, parity with online students with physical holdings	Technology		\$100,000	Ongoing