



**Instructional Program Review – Annual Update
2022**

Date:	March 15, 2022
Program and Department:	Library
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	September 2021
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.

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

No

a. 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>

The library’s mission “to enhance lifelong learning” aligns and supports the college’s mission that offers pathways “that encourage our student population to achieve personal, career and academic goals..” by providing a multitude of learning opportunities and resources to carry students from courses to careers.

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.

- 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 promotes student success in a variety of methods- from providing access to research materials, textbooks and other instructional materials, open-access and personal computers and hotspots, to library orientations and workshops. All of these services assist students in completing course work and ultimately, completing courses and programs. We provide an accessible and inclusive environment that fosters both collaboration and focused study.

Providing equitable access to library materials and research help as been an ongoing priority for the library to promote student success in an innovative manner. The library had been expanding online services for several years now but with the COVID-19 Pandemic, it became a higher priority to ensure student access and prevent any disruption of services. Now that the library has re-opened physically, there is an even wider range of modalities for service available to students. To meet with a librarian, students can come in face-to-face, email, chat, Zoom or call. Librarians now hold library orientations and workshops onsite and online to meet all student and instructor schedule needs.

LBRY 170: Research Methods is the library's online 16 week and 8 week, 2 unit course that teaches students research skills for college and lifelong learning. Among other goals, the course aims to prepare students for the high level research expertise that will be expected at universities and in most professions.

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

Throughout the Pandemic, the library was able to continue service without disruption, seamlessly moving most services online. The library technical service staff continued to work onsite to provide technology and book lending so that students could work online with the materials they needed. The librarians continued leading orientations and providing reference services online via chat, email and Zoom.

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. The library is continuously working to create new and tweak current assessments so they align with our Program Student Learning Outcomes.

- 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.

No

- 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

- 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?

IV. Focus and Engagement of the Program

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

The largest challenge for the library is staffing. The rural location of our campuses, along with the high cost of living, are obstacles to having access to a robust pool of librarians. This, along with the aging group of our current staff, and past and upcoming retirements, puts us in a position of being severely understaffed. As it stands, we have 3 full-time librarians and are not allowed to hire a replacement for the 4th that retired in May 2021, or hire a new, 5th librarian. One part-time librarian retired in 2021 and 2 more will retire after summer 2022, all of which staff our LVC library, leaving us with no FT librarian and only 1 PT librarian to work at that campus. Between the college's FTES, the size of our collection and the strong program the library has created, the library should have a minimum of 5 full-time librarians between both campuses. The expansion of our online library, along with the adoption of the new state-wide library system, point to the need for a 5th librarian; ideally a designated systems librarian. This systems librarian would be an invaluable addition to the library. From the ASCCC document on "The Role of Library Faculty": "Colleges should employ sufficient numbers of full-time library faculty to allow for participation in college, regional, and state academic governance, as well as in professional development and professional organization activities, without disruption of library service to the college." With just 3 full-time librarians, we are unable to meet that standard. Title 5 provides minimum standards for the number of librarians, 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 at least 6 full-time librarians. 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 18 here:

https://www.asccc.org/sites/default/files/IV.%20S.%20%281%29%20Role%20of%20Library%20Faculty_0.pdf

This extends to our library technical services staff as well. We currently have 4 full-time staff and two part-time (added temporarily for FY 21-22). According to the same Title 5 standards we should have closer to 9 classified support staff. (see linked table above) Having the bare minimum number of librarians and staff should be considered extremely important so that operations can continue without cutting programming, services, or hours. The Pandemic has served to highlight our weakest point- understaffing, and we saw this multiple times in instances where we had to fully close the library due to one librarian or staff member being sick. Just one person out sick shuts us down. This is not only unfortunate, but frankly unacceptable. We need the staff to continue operations, to continue serving students, should one person be sick.

The second largest challenge facing the library is the library building. The library is the hub of campus learning and study space. As education has evolved to become more accessible and reliant on the internet and technology, the library has struggled to keep up. While we have expanded our online library- research databases, eBooks, reference chat, etc., and expanded our technology loaning program, we are restricted in our evolution by the library buildings, particularly the Santa Maria campus library building. Students need places to study where they can plug in their devices while working and we have a severe lack of outlets throughout the building. While we were able to get desktop computers to accommodate students that need to Zoom into class, the location of those stations was ultimately determined by where we have power and data sources and not by where we need them. Taking over the student laptop loan program has not been without its problems as well. Foremost is the lack of space for storing the laptops and their accessories in a secure but accessible location. Related to this is the transfer of the textbook lending program from EOPS to the library. While it is rewarding to be able to provide so many textbooks for students, Books for Bulldogs is a. not a primary library program mission, and b. is so large that there is no space within the library to house these textbooks. The collection of 1,500 textbooks is currently housed upstairs in the second floor of the ARC which is incredibly inconvenient for our technical services staff.

We need space within the library that is easily accessible and secure to store technology, Books for Bulldogs books, and other items.

Another space issue is the size of the library classroom, and one we have constantly battled with. The average class attending an orientation exceeds the number of computers available (18) and the maximum room occupancy (28). Pre-Pandemic, the library would lead upwards of 100 orientations a semester. These orientations are one of the library's key services and essential for many AHC instructors and students. However, due to class size, many orientations could not be held in the library. And due to being understaffed, we often have a single librarian in the library and they cannot leave to do an orientation. If we had a larger room, or two, we could host our orientations and workshops in the library and not worry about being out of the building. In a recent discussion with a firm hired by the college to review the Facilities Master Plan and current buildings, it was suggested that the ITS server room remain as is in the library but we have our current classroom expanded with a possible addition of a second room. This would be extremely helpful for us to continue our services and programs as well as alleviate some burdens from understaffing.

Finally, the last library building and space issue is the lack of quiet study rooms for students. Each campus library currently has 2 group study spaces but that is not nearly enough to accommodate our students' needs. Single students would like to have a closed, quiet space to either study or join an online class via Zoom but we do not have anything like that available. We have proposed the purchase of single study pods and identified their need on the equipment prioritization list and we are open to Facilities building them, however the cost may end up being the same as purchasing ones from a vendor.

Essentially, the library has tried to evolve and expand to meet and support students' needs but we are able to grow only so much with our limited staff and the constrictive space we have.

- 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.

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)

- d. Industry employment and wage trends

- e. TOP code employment CORE indicator report

- f. Advisory committee recommendations

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. 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). We would like to see lottery monies be reinstated as well as additional funds for library materials.
2. 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 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_0.pdf
3. 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.
4. 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.
5. 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.
6. 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.
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.
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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
HEERF	Outdoor lockers	43,000	Expands access to library materials and allows for contact-less, accessible pickups of library items outside open hours.
Technology-ITS	Desktop computers	n/a	Supports onsite students that need a space to attend synchronous online courses.
HEERF	Hotspots	\$3950	Supports online services to distance education students.

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- High Priority	Library Gates	Improving access, accurate assessment data	Equipment	\$10-35k	\$150-450	Fall 2023
Library, 2020- Medium Priority	Self-checkout system	Improving access	Equipment	\$10k-12k		Spring 2023
Library, 2020- Medium Priority	Offsite long-term storage	Supporting students, increasing useable space in the library	Facility	\$10k-12k		Spring 2023
Library, 2020- Medium Priority	New scanner for archival work	Supporting staff and faculty, improving access	Equipment	\$90k		Spring 2022
Library, 2020- High Priority	Additional monies for electronic e-Book/e-Audio collections	Improving access, parity for online students with physical holdings	Technology		\$100k	On-going
Library, 2022- High Priority	Quiet Study Pods	Supporting Students, improving access	Equipment	\$150K		Fall 2023
Library, 2022- High Priority	PT Library Tech x2	Supporting Students, improving access	Staffing		\$34k total/yr	Fall 2023
Library, 2022- Medium Priority	Promotional Materials	Supporting Students, promoting AHC	Other	\$1k		Spring 2023

