



# Library Program Review

Fall 2019 Self-study/Validated Fall 2020\*

\*due to the COVID-19 Pandemic and interruption of regular operation.

PROGRAM REVIEW  
(Library Services)

TABLE OF CONTENTS

*PROGRAM REVIEW*

Self-Study	3-19
Plan of Action	20-28
Assessment Plan	29

*EXHIBITS*

Student Data	30-56
Statistics	57
Articulation Status of Courses	58
Course Review Verification Sheet	58-59

*APPENDICES*

Approved Course Outlines	60-64
--------------------------	-------

*VALIDATION*

Executive Summary	65-66
-------------------	-------



## 2019-2020 Comprehensive Self-Study

### I. Program Mission (*must align with college mission statement*)

The Allan Hancock College Library’s program mission includes the commitment to “support all Allan Hancock College students and staff with both immediate research needs and the development of information literacy skills, to enhance lifelong learning,” which directly aligns with the college’s mission to “provide quality educational opportunities that enhance student learning.” The library provides this through research assistance in various forms. In addition, the library is the campus ‘center of learning,’ providing a welcoming atmosphere conducive to studying. The mission focuses on both the more typical college library resources and services and, as a “center of learning,” on special programs and activities that provide “outside the classroom” and “across the discipline” learning opportunities.

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.

The AHC libraries focus on several Strategic Plan objectives, primarily improving student success (Objective 2.2.3), “to increase the advancement rate of students underprepared for collegiate level work” (Strategic Plan Objective 2.2.4) and “to identify needs and develop action plans to effectively serve special student populations” (Strategic Plan Objective 2.2.5). Through greatly expanded resources in popular reading, GED test preparation, basic skills, and STEM collections (as well as resources to support all the institutional learning outcomes) we demonstrate the library’s alignment with the college’s mission and strategic plan.

Finally, by providing resources, expertise, and teaching (one-on-one, class orientations, professional development, etc.) the library meets the need for our students and staff to gain “information literacy” skills – skills embedded in the district’s Information and Technology Literacy ILO, the library mission, and library program and course student learning outcomes. These skills are also emphasized by employers seeking 21<sup>st</sup>-century information-literate future employees. In summary, library programs and services meet a variety of stated needs at AHC.

## II. Progress Made Toward Past Program/Departmental Goals

The library's mission includes supporting students as they develop information literacy skills. Information literacy skills are essential in post-collegiate life; these skills are required to be successful as a transfer student and in a professional capacity. To serve this mission the library assists students in a variety of ways: through drop-in research methods classes; individualized class orientations; reference assistance face-to-face, by phone, and online chat; subject-specific online library guides created by librarians; and office appointments. To supplement these information literacy skills, the library offers free access to print and e-resources including eBooks; streaming videos; digital subscriptions to the New York Times and Wall Street Journal; online databases; and more. These e-resources are crucial to supporting our off-site centers, distance education, and evening students.

In the year preceding the comprehensive Program Review (2018-2019), some of the following service enhancements and improvements were made:

Additional evening and weekend hours of operation: With BSI funding, in Santa Maria, Sunday library hours were added (9:30 am - 4:30 pm), Saturday hours were extended to 3 pm, and additional evening hours on Monday-Thursday were added (9-10 pm). Hours were also added at LVC on Fridays from 8 am to 12 pm.

Hundreds of Course Reserves textbooks were added to both campus libraries through President's Circle and CTE supplemental funding (approximately \$40,000) in the time periods listed below. The Reserve text circulation numbers account for about 50% of the library materials circulation. The funding helps with the goal of making every required textbook available for student use in the AHC libraries. Each year, the President's Circle dedicates \$10,000 to keeping the Course Reserves current.

FY Year	Reserve Books Added	Reserve Book Check Outs
2017-2018	569	10,891
7/1/18-4/6/19	160	8,732
4/7/19-9/11/20	141	2,030*

\*due to the change in our library services platform, we lost circulation statistics from the previous platform

Credit classes. We continue to offer a Research Methods course (LBRY 170), a 2-unit transfer course that is offered online. This course explores the different forms of information and how to access and navigate various resources. Over 20 students were enrolled in LBRY 170 in the fall of 2020, a record high. In spring of 2021, two sections of LBRY 170 will be offered, with one running the full length of the semester and one running during the second half of the semester (as a Term 4 course).

Workshops. One-hour (extra-credit) research classes (Research Detective workshops) at both campus libraries have increased in number to (24 sessions at SM and 17 at LVC) campus-wide, offering students more access to college-level research skills outside of class orientations. In the fall of 2020, remote research workshops are being planned and shared via Zoom.

Open Education Resources (OER)/ Zero Textbook Cost (ZTC) grant. The librarians have been very involved with the OER/ZTC initiative on campus and an OER textbook is being used in LBRY 170. Every Tuesday, the librarians offer drop-in hours for OER questions from 1-3 pm. The librarians also stay in communication with the college's OER Liaison to keep our OER library guide and professional knowledge up to date.

Technology. The Library webpage provides outreach to the campus community and is among the 10 most frequently used webpages on the AHC web site. The Library also maintains an active Facebook page with librarians posting 3-5 messages weekly.

Notable accomplishments of the library program over the last six years include the following:

- 1) The Library merged with the English Department, becoming the English/Library Department in 2019. Later in 2019, the English/Library Department was recognized as the Department of the Year for its innovations, including presenting at a community Fake News panel as well as starting and celebrating Information Literacy Day.
- 2) Outreach has been successful and yielded an abundance of orientation requests from new courses as well as departments which traditionally have not scheduled library orientations before. These disciplines include Administration of Justice, Computer Science, History, and Sociology.
- 3) The Library program PSLOs were revised in late spring 2018 in response to the Program Review Annual Update 2017-2018. Assessment of the revised PSLOs is currently underway.
- 4) In the spring of 2019, the librarians began planning an "Embedded Librarian" program wherein librarians could be linked with specific English 101/112 sections in order to provide additional and in-depth research guidance and information literacy instruction. The pilot was implemented in the fall of 2019, and the program has proven highly popular with more than 15 English instructors requesting an embedded librarian for between one and four classes they are teaching in the fall of 2020. Anecdotally, this program has received highly positive responses. In the spring of 2020, one English instructor noted that after working with an embedded librarian in his class, he received the best batch of research papers he could ever recall having received. In the fall of 2020, the embedded librarian program has been opened to all faculty. More than 20 faculty across disciplines (including English, Biology, Chemistry, Graphic Design, and Psychology) have expressed interest in having an embedded librarian in the spring and working with the librarians to design research assessments for their classes.
- 5) The librarians created a new online orientation and published it in the late summer of 2020. The online orientation has three modules, each one aligned to library program PSLOs. Faculty have requested an online orientation, and

- these modules provide more equity for students who are learning remotely. The responses from students have been overwhelmingly positive.
- 6) In spring of 2018, the library celebrated the first annual Information Literacy Day. A second Information Literacy Day took place in April 2019. These events not only highlighted our collections and services but were also an opportunity to engage with students about information literacy and a means to gather data on their familiarity with the concept and our resources.
  - 7) In the fall of 2020, the library absorbed and began administering the Books for Bulldogs program (formerly known as EOPS's book-lending program). This entailed the addition of 752 books to the library collections (and with additional titles, this number became 906 titles). Library staff set up a unique sub-collection and determined an efficient way in which students could search and request books from this special collection via the library catalog, and then arrange for their pick-up. The catalog was opened for student requests the weekend prior to the first week of the fall 2020 semester. As of the Friday before classes began, 236 student requests for books had been placed and by the early weeks of the fall semester, 322 books were checked out from it (35.54% of the total collection). The library staff requested approximately \$60k annually for the 2020-2021 year (and ongoing) for the maintenance and growth of this collection.
  - 8) In February 2018, the AHC Library was selected as one of 10 vanguard colleges for the selection of a new statewide LSP (Library Services Platform), a unified cloud-based service in alignment with all CSUs and many UCs. As a vanguard school, we were part of an elite group responsible for the creation of the LSP RFP, as well as the final review and selection of the new statewide system.
  - 9) In December 2019, the newly selected statewide LSP (Ex Libris) went live. Librarians spent extensive time (22 months) attending several planning sessions, preparing data and record migration, assessing needs, working to ensure no disruptions in service occurred, and substantial training on the new system. The migration was a success, and the system is operational today.
  - 10) The library's online chat hours have been expanded significantly. The chat is staffed by faculty librarians. Reference chat hours now span seven days a week, Monday through Thursday from 6 am to midnight, Friday and Saturday from 8 am to 10 pm, and Sundays from 8 am to midnight. As of January 2021, there have been 3,771 lifetime chat interactions, with over 1,600 of those chats occurring between March and September of 2020 (while the college transitioned to ERT mode).
  - 11) The library hours of operation were expanded between 2018 and 2020. Expanded evening and weekend hours were added, with the library staying open Monday through Thursday till 10 pm (rather than 9 pm), open an extra hour on Saturdays (till 3 pm) and open on Sundays (from 9:30 am to 4:30 pm).
  - 12) An AHC library faculty member was a panelist in "Media Literacy: Recognizing Fake News and What to Do About It," a cooperative event in February 2018 where AHC partnered with the League of Women Voters, Santa Maria Times, and the Fund for Santa Barbara.
  - 13) The library co-sponsored (with the Friends of the AHC Library) a series of free lectures for the community. In fall of 2018, the focus was on college namesake G. Allan Hancock. The series for spring 2019 were on

- Shakespeare's *Julius Caesar* (to coincide with the PCPA production). These lectures were part of the early preparation for the college's centennial.
- 14) The library received approximately 60 laptops in 2017 for student check-out at the Santa Maria and LVC campus libraries. This has become a popular program.
  - 15) The library added approximately 60 hotspots for student and staff checkout in 2018. This was managed through BSI/3SP funding. As the college shifted to ERT mode in the spring of 2020, the library noticed hotspots and laptops were highly sought-after commodities, with all hotspots frequently being checked out. When a hotspot waitlist was created in the summer of 2020, approximately 190 students quickly added to the list. In response, in the fall of 2020, the library plans to add another 140 hotspots for checkout via SEAP funding.
  - 16) The library will obtain approximately 325 new Chromebooks in the fall of 2020 through spring of 2021. This addition of materials comes as a result of a collaboration between ITS and the library, and the significant addition of computers will meet student needs off-campus as well as meet the needs of students who attend library orientations. The library instruction classroom has approximately 18 computers, so classes with more than 18 students (most classes in attendance) often need to share computers during orientation sessions.
  - 17) The library is working to pilot a new e-Book Course Reserves program through BibliU. With the COVID-19 pandemic and the move to ERT mode, students still need access to their textbooks. The library staff has been working to identify the most requested textbooks in the Course Reserves collection and seeking electronic access to those books for students. The library has requested (and has been approved for) \$25,000 toward eBook reserve books for students in the fall, via SEAP funding. Librarians identified and requested nearly 200 textbooks they would like to see available as ebooks on BibliU and are working with BibliU to determine how many of those titles will become available.
  - 18) The librarians have worked to address student needs during the COVID-19 pandemic. Despite the physical closure of the library, our duty to address student research needs remained, and arguably even intensified. The librarians and library staff worked together to create new processes and forms for text/material digitization requests, setting up OneDrive and SharePoint sites to store and share materials. The library staff collaborated to create messaging for faculty and students to direct them to resources. The librarians also researched and located suitable contactless storage lockers which can be used to store materials for student pickups and returns.
  - 19) Each semester, librarians have presented on library services for the AHC student ambassador training sessions.
  - 20) A librarian is on the advisory board for the Cuesta library certificate program and attends the scheduled meetings and shares ideas with other regional libraries.
  - 21) The library became one of the first participants in the Bulldog Bound program, a program providing career spotlights for elementary and middle school-age children in the community. The library was invited to participate and create its own career workshop (for library science), titled "Baker St. Bulldogs," where students were welcomed to the library, introduced to the field of librarianship,

- taught about the Library of Congress Classification system, and awarded sticker badges for becoming library detectives.
- 22) The library began to schedule and provide live and recorded Zoom orientations in the spring of 2020 in response to the move to Emergency Remote Teaching mode. As of the date of this report, more than 50 orientations were either completed or scheduled in the late spring, summer, and fall semesters.
  - 23) The librarians applied for and received multiple grants from the State Library/California Revealed document preservation program. The library received summer grants in 2019 and 2020, resulting in new record creation for over 1,250 items in the Hancock Family Estate Archives. The library also applied for preservation assistance in digitizing over 100 films from Allan and Marian Hancock's estate, acquired in 2017-2018. Some of the films were approximately 100 years old and had been in storage in Los Angeles for over 25 years. Librarians and other faculty assisted with reviewing, assessing, cataloging, and physically moving the films to a climate-controlled unit in Santa Maria.
  - 24) In the fall of 2019, the library began asking for reassignment for one librarian to serve as a coordinator. This position coordinates numerous activities including (but not limited to): scheduling of weekly desk hours; scheduling chat services; finalizing orientation bookings; compiling materials and purchase acquisitions; seeking and applying for grants to cover additional services; and annual assessment and requests for database needs.
  - 25) The library has added a plethora of new article databases and streaming film services, as well as augmented existing article databases and streaming film collections. New database additions since the 2013-2014 comprehensive Program Review include JSTOR, Proquest's Historical Newspapers, Time Magazine Archive, Literary Reference Center Plus, Poetry Criticism (Literary Criticism Online), Oxford Art Online, Oxford Music Online, Orthopaedics & Sports Medicine (SAGE), History Reference Center, PsycARTICLES, Automate, AVON (streaming film service), Films on Demand (augmented), Swank (streaming film service offering feature-length films and documentaries), Opposing Viewpoints in Context, Nexis Uni, BibliU (e-book Course Reserves texts), and Mango (language learning software).
  - 26) The library has added significantly to the eBook and e-Audiobook holdings since the last program review, by adding new subscriptions to OverDrive (providing access both to popular books as well course texts), as well as augmenting holdings in Credo, Gale Ebooks, EBSCOhost eBooks Collection, and eBook Central. In response to the both the Academic Senate and the Board of Trustee's Resolutions in support of Black lives, there was a call to increase discussion and learning about social justice issues and actions. As such, the library responded with the addition of many relevant titles and will continue to add more. This supports the college and community's efforts to engage in self-reflection and our role in perpetuating or disassembling systemic racism.

The library has had partial success in achieving the goals identified in the last program review. Details are outlined below:

## **GOAL: Improve assessment of learning outcomes.**

The library's continued work on learning outcome assessment aligns with the district's strategic direction two. Strategic plan goal 2.1 addresses student learning outcomes and goal 2.2 relates to supporting student access, achievement, and success. Student learning outcomes were developed for Library Services in 2008 and revised at the end of spring 2010. Assessment of the original outcomes began in spring 2009. A library staff retreat was held in January 2011 to present the library service SLOs to part-time librarians and to develop recommended assessment tools. Since then, eLumen has become functional and the library SLO liaison has been entering data. Since the last Program Review, a Google Form has been created for librarians to describe reference interactions and how they relate to library program outcomes. In the late spring of 2018, the Library Program Learning Outcomes were revised (as listed below) in response to the Program Review Annual Update 2017-2018. Assessment of the revised PSLOs is underway. Current PSLOs are as follows:

PSLO 1. Navigate a library to find a variety of resources to answer information needs.

PSLO 2. Define an information need by formulating a research question, problem, or issue in a manner that others in the discipline can readily understand.

PSLO 3. Use a research process to efficiently locate an appropriate source of information for a problem or question.

PSLO 4. Evaluate the quality of information sources for bias, currency, authority, accuracy, and coverage.

PSLO 5. Use information ethically by citing sources and avoiding plagiarism.

Student data from research workshops is in Supplemental Data at the end of this document. Library assessment results are shared with department members, dean, Learning Outcomes and Assessment Committee (LOAC), and Senate Library Advisory Committee (SLAC).

This semester, library faculty are working on two research requests with IRP.

1. An assessment of the retention and success of English 101 students who attend a librarian-led orientation is underway. Analysis and documentation of the findings will occur in Program Review 2019-2020.
2. A research request on the degree completion rates and demographic characteristics of students who attended library orientations in 2014 and 2016 has been submitted to IRP. Analysis and documentation of the findings will occur in Program Review 2019-2020.

For Fall 2019, a campus-wide student survey on library needs was conducted. The survey was similar to earlier ones conducted in 2009/2013 and provide valuable longitudinal data. Some results of the follow up survey illustrated just how important the physical space is for our library users, and that they remain steadfastly in favor of physical materials when

possible. For our next comprehensive assessment cycle, a more robust SLO assessment plan has been proposed (see below).

**GOAL: Increase staff levels to meet size and demand of student population.**

The previous program review identified the need to hire an additional librarian and two library multimedia technicians, one for Santa Maria and one for Lompoc. This goal implements strategic plan direction three and goal 3.1 as it relates to the management of human resources. A technician was hired for Lompoc in July 2013. An additional technician was hired for the Santa Maria campus library in 2016 as part of the reorganization of the campus bookstore. In the summer of 2019, one of the full-time technicians at the Santa Maria campus was on leave and subsequently retired. A second library technician at the Santa Maria campus library also retired at the end of the fall 2019 semester. Both technicians were replaced with new full-time hires at the end of fall 2019. The full-time LVC library technician retired at the end of the spring 2020 semester, and she was replaced with a new full-time technician.

A faculty survey conducted in October of 2019 identified reference librarians as one of the most essential resources provided by the library. (Of full-time faculty respondents, 58% cited the reference librarians as “Essential,” 5% cited them as “Significantly important,” and 16% cited them as “Important.” Of part-time faculty respondents, 50% cited the reference librarians as “Essential,” 31% cited them as “Significantly important,” and 6% cited them as “Important.”) It should be noted that as the college’s FTE increases, so does the use of the library.

As more and more loan programs and services are consolidated under the library, workload concerns are becoming more apparent. If one takes the typical week (pre-Covid) of operation across both Santa Maria’s Campus and the Lompoc Valley Center, the library is open for a combined total of 120 hours a week (Santa Maria: Monday through Thursday: 8 a.m. to 10 p.m. Friday: 8 a.m. to 3 p.m. Saturday: 10 a.m. to 3 p.m. Sunday: 9:30 a.m. to 4:30 p.m. LVC: Monday through Thursday: 8 a.m. to 8 p.m. Friday: 8 a.m. to 12 p.m.). Currently, there is 100 service hours across 4 full-time librarians, that leaves 20 hours unaccounted for (and also doesn’t take into account our need to cover two campuses at the same time, nor does it cover our tours or other service that takes librarians away from the reference desk). These hours are usually made up by our deep bench of part-time librarians, but another full-time librarian would work wonders in bringing us closer to covering all hours of operation.

A similar analysis of library technicians shows the library has 120 hours of techs available across both campuses. The lead tech’s hours have been removed from this analysis, as they are the sole cataloguer of materials for both campuses—as such, their hours are spent entirely off the floor and are fully accounted for. There

are large swaths of time where there is no library tech on duty, and instead that function is fulfilled by a student worker—this is suboptimal, as there are issues of continuity and supervision that are not addressed by this. A total of 20 hours at the Santa Maria Campus have no library tech on duty, another tech position that was solely for evening and weekend hours would rectify this issue the library has.

One catch-22, so to speak, of being a well-organized program with an established loan system, is the continuous expansion of our repository of technology and resources, which is wonderful for student access, but takes a toll on the library staff, librarians and space. One question we have asked ourselves is, "do we want to remain the repository for hotspots and other loaned technology" and right now, the answer is no because we do not have the space for storing all of this hardware, and we also do not have the support required to maintain and update our current systems to accommodate more. A systems librarian, at the very least, is required to continue down this path of becoming the campus technology center.

### **GOAL: Improve collection and access to resources.**

The library has continuously developed financial resources to support our services (strategic plan direction three, Goal 3.2). A request to augment the District budget was approved in 2009, to replace TTIP funding for library databases (\$36,000). In 2017, an augmentation was approved for approximately \$24,000 for the article databases, and in 2019, an additional augmentation of \$28,500 was approved for supporting databases and eBook purchases. In addition, we have requested and received Title V, CTEA, and Basic Skills grant funds as well as monetary donations through the Friends of the AHC Library account in the AHC Foundation. These special funds have enabled the library to provide print and electronic materials in the following areas: multicultural, career guidance, vocational occupations, popular reading, children's, as well as across the curriculum needs.

Between 2018 and 2019, over \$60,000 was requested and approved for by SEAP for expanding the library's print and digital reference collection, the print "Controversial Issues" collection. In 2020, over \$30k was requested and approved for the purchase of eBooks on OverDrive, to support courses and social justice text requests. Also in 2019, the library received \$50k in CTE/CTEA grant funding to purchase CTE-related texts for the library's print collection. In 2020, the library was again awarded \$35k in CTE/CTEA funding for CTE course-related texts. Much of this will be spent on updating the Books 4 Bulldogs collection (of CTE materials) as well as adding to the library's print collection.

In December of 2019, the library went live with the new integrated library system

from Ex Libris, which replaced the old Polaris catalog system (which replaced the old Voyager catalog system in 2012). OneSearch is a robust catalog that provides access to both print and electronic resources (eBooks, streaming videos, Open Access articles, and more). The new system makes it easy for students to request or renew print and audio books, media, as well as access and cite articles, eBooks and videos online. With this cloud-based system, librarians and staff have been able to continue necessary system work while in ERT mode. New online resources such as Gale eBooks, OverDrive, JSTOR, Proquest's Historical Newspapers, Time Magazine Archive, Literary Reference Center Plus, Poetry Criticism (Literary Criticism Online), Oxford Art Online, Oxford Music Online, Orthopaedics & Sports Medicine (SAGE), History Reference Center, PsycARTICLES, Automate, AVON (streaming film service), Films on Demand, Opposing Viewpoints in Context, Nexis Uni, and Mango (language learning software) have been added to the library's electronic resources over the past six years. By staying current with library technology, we are implementing strategic plan goal 3.3.

Since mid-March 2020 and the start of the COVID-19 pandemic, the library has shifted its procurement strategy to focus on adding more digital titles and resources to our holdings to ensure that more users would be able to access them during emergency remote operations. About 2/3<sup>rd</sup>'s of the print and physical materials budget was shifted to database and software subscriptions. While most of these were one-time costs, there will be some ongoing costs to maintain the new digital additions to the library collection which may require further budget augmentations to maintain the current level of service.

### III. Analysis of Resource Use and Program Implementation

The library staff has been careful and judicious in its use of funding, as money is limited and much is needed to support the many services offered through the library. One major change that took place between 2018 and 2020 was the switch to a new LSP (library services platform, or catalog). This new catalog system will necessitate a permanent budget augmentation (for the LSP plus the OCLC cataloging services). Budget augmentations are also needed for student workers, expanding the physical space of the library (ideally, expanding back into the server room that was formerly library space, as well as potentially expanding into other spaces), creation of more group and individual study spaces, much-needed technical upgrades for the library instruction classroom, and resources to support ERT (including outdoor locker maintenance, scanners, expanded eBook access, etc.).

There has been a sustained push across academia to move to digital and online resources for to enhance student learning through the most current and easily accessible resources, but our library users have shown an equal preference for print materials—see XX for library survey results. As such, we still work hard to acquire print and physical materials to support these users.

Since our last comprehensive program review, the library has been systematically acquiring more online resources that cover a wide variety of disciplines and subjects. Instructional faculty have been invaluable in directing and assisting librarians in curating these resources. See section II for a list of online resources added to library holdings since the last comprehensive review.

Since the COVID-19 pandemic and the resultant impact to the college's operation, we have been fortunate that we have such robust online and digital resources to support the switch to Emergency Remote Instruction. Of all academic support programs and student services, the library was uniquely positioned to continue service with limited interruption. Our online chat service, along with the plethora of databases and eBook repository, allowed for students to still access materials despite the closure of campus and the statewide shelter-in-place order. After the college resumes operations closer to normal, we assume library users will still want access to the remote services that we have been offering during ERT.

## IV. Program SLOs/Assessment

The PSLOs were revised (as listed below) in late spring 2018 in response to Program Review Annual Update 2017-2018. Assessment of the revised PSLOs is underway. Current PSLOs are as follows:

PSLO 1. Navigate a library to find a variety of resources to answer information needs.

PSLO 2. Define an information need by formulating a research question, problem, or issue in a manner that others in the discipline can readily understand.

PSLO 3. Use a research process to efficiently locate an appropriate source of information for a problem or question.

PSLO 4. Evaluate the quality of information sources for bias, currency, authority, accuracy, and coverage.

PSLO 5. Use information ethically by citing sources and avoiding plagiarism.

Student data from research workshops is in Supplemental Data at the end of this document. Library assessment results are shared with department members, dean, Learning Outcomes and Assessment Committee (LOAC), and Senate Library Advisory Committee (SLAC).

In the spring of 2019 and the fall of 2020, library faculty worked on four research requests with IRP.

1. An assessment of the retention and success of English 101 students who attend a librarian-led orientation is underway. Analysis and documentation of the findings will occur in Program Review 2019-2020.
2. A research request on the degree completion rates and demographic characteristics of students who attended library orientations in 2014 and 2016 has been submitted to IRP. Analysis and documentation of the findings will occur in Program Review 2019-2020.
3. A survey for students, requesting information about library usage, needs, strengths, weaknesses, and perceptions. The survey will resemble the surveys conducted in 2009 and 2013 (the last comprehensive Program Review) and may provide valuable longitudinal data.
4. A survey for faculty and staff, requesting information about library usage, needs, strengths, weaknesses, and perceptions. The survey will resemble the surveys conducted in 2009 and 2013 (the last comprehensive Program Review) and may provide valuable longitudinal data.

The library collects student assessment data in two ways, through our sole library course, LBRY 170, and through apparatuses we administer either during course orientations or library events. Due to the nature of our LBRY 170 course, there are several years where due to low enrollment, the class was not held. As such, our course level assessment data is somewhat limited in scope. From there we noticed that we see a consistent 75% meets standard among our student demographics. There is a noticeable decline in success for our LBRY 170 SLO6: student produces a product that integrates a variety of timely and appropriate sources. The librarians have discussed why this is, and while insufficient or inappropriate resources do play a role in the low success rate, there is an additional consideration. While most of the curriculum in the course is leading up to a final capstone project that is the apparatus for this SLO assessment, many students end up disappearing and never finishing the final project—we don't know why this phenomenon occurs, but we speculate students may not be sufficiently building off of their scaffolded assignments prior to the capstone.

The library's program student learning outcomes are more robust, though not without their own challenges. As previously mentioned, we updated our outcomes in 2018 with the idea to move towards more assessable pieces. The challenge comes from assessing our PSLOs through one-off measures and metrics. We have been working towards developing materials to capture all of our outcomes that can be administered during

our one-on-one reference and library orientations. A challenge has historically been creating an open enough assessment apparatus that can work for the myriad variations the library sees in these two principal modes of instruction.

The most successful of these apparatuses that is still in use is our reference interaction form. It was created in 2017 to begin collecting more data for us to assess, and it was revised in 2020. As of 4/4/2020 (the date of the last revision), librarians have collected information on over 1,070 reference interactions. The median time of interaction was 24 minutes, with the shortest being under 5, and some lasting for several hours. These ranged from straightforward requests for service (i.e., how do I check out a laptop, where is the bathroom, etc.) to complex information needs that took several databases and repositories to find appropriate material for the student. There were about 210 catalog inquiries, 30 citation assistance queries, 50 course reserve requests, 40 database assistance requests, 170 general information requests, and 570 multipart/multistage questions that were some combination of the above.

While we have some methods of compiling assessment data, there can still be improvements made and additional devices created. Data we have captured has been positive, hovering around the high 70% to low 80%*s*, but there are many opportunities for capturing more data that slip by our grasp. The library has a sizable number of part-time librarians who work on both the desk and give classes orientations. While we have made several attempts to incorporate our part-time faculty in our assessment strategies, it has been difficult to collaborate with part-timers due to the fact that really they are there when full-timers are not.

During our ongoing librarian meetings where we discussed our assessment data, the following ideas came up:

- Increased part-time faculty participation in assessment could be nurtured through a more robust selection of pre-designed assessment apparatuses—we have a number of worksheets and walkthroughs available, but with the variance between each class—more variety would lead to more participation. This is especially true as now there are no remaining part-timers who have experience entering data directly into our repository.
- The standard one-shot focus on information literacy instruction is not the ideal means by which to provide support to our students. Due to this fact, there has been an increased push within the department to embed librarians into courses. The benefits thus far have been: continuous opportunities to highlight and demonstrate the principles and techniques to find appropriate and reliable information, building relationships between students and librarians, customized modules and research curricula, and providing direct assistance to course specific projects.
- Preparation for the capstone project in LBRY 170 might require more finetuning—perhaps a midterm assignment where half of the deliverables are turned in so that a student will have built in time to absorb the feedback and criticism from the librarian and only have the other half to turn in at the end of the semester.
- LBRY 170 could be offered in the term modality as well, this would help with students who need a few extra units to graduate, and also align more strongly with the college's ENGL 101 and 103 research projects (which occur at the end of the semester).

## **V. Distance Learning (If applicable):**

The library offers one course currently, LBRY 170: Research Methods. LBRY 170 has been offered as a distance course. In the fall of 2020, two sections of LBRY 170 were offered, with one course attaining an enrollment of more than 20 students at its height. The second section of LBRY 170 was hard-linked with an ENGL 101 section and it did not make enrollment. As a response, the library staff will likely not attempt another hard link without first considering extensive promotion, though this could have been the result of moving it online due to ERT. In the fall of 2019, the librarians evaluated LBRY 170 and its failure to hit minimum enrollment numbers and this led to the innovative use of an OER textbook in an attempt to serve as a cost-effective and attractive course option. The course ran in spring 2020 and is running in the fall of 2020, and the library plans to offer two sections of LBRY 170 in spring of 2021 (as a full term-length course and as a partial, Term 4-length course).

## VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).
- x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Success %						
13-14	14-15	15-16	16-17	17-18	Avg.	Trend
		68.8%	40.0%		54.4%	

Retention %						
13-14	14-15	15-16	16-17	17-18	Avg.	Trend
		93.8%	86.7%		90.3%	

Degrees						
13-14	14-15	15-16	16-17	17-18	Average	Trend

## VII. Trend Analyses/Outlook

Despite enrollment being down, the number of library orientations has remained the same, which is a positive indicator of library use. A wider variety of departments have been requesting orientations, specifically programs that have not historically requested orientations in the past (including Culinary Arts, Spanish, Administration of Justice, non-credit courses, History, and more).

In search of greater parity, the library has also begun offering extended hours of service, including new Santa Maria campus Sunday hours (open for seven hours) and LVC Friday hours (four). During the COVID-19 epidemic, the library has shifted to remote and online services. Once the college returns to normal operation, in the quest for equity, many of these services should remain in order to serve and support our online student population.

Between 2016 and the spring of 2020, the library had four different deans, with seven unique tenures. At the end of fall of 2016, the longtime dean retired. An interim dean served in the spring and summer of 2017. A new full-time Library/English/DL dean was hired for 2017-2018 and was promoted to a different position in the summer of 2018. In the fall of 2018, an interim dean returned, and in the spring of 2019, a new temporary dean was hired. In the late fall of 2019, an interim dean served in place of the new dean, and in the spring of 2020, the newly hired dean returned. The library staff faced challenges with the changes of deans, often learning new roles and assisting with new tasks which faculty typically would not do.

Library attendance. Attendance at the college libraries has increased by almost 11,000 users from last year's total of 144,927. The current year counts are listed below.

FY Year	Library Gate Count - SM	Library Gate Count - LVC	Total
2017-2018	128,884	27,096	155,980
2018-2019	124,203	20,769	144,927
2019-2020	135,809	19,763 (July 2019-March 2020)	155,572

Library circulation. Total library circulations (check-outs) are consistent with last year's circulation rates.

FY Year	SM - Circulation	LVC -Circulation	Total
2017-2018	13,373	3,151	16,524
7/1/18-4/6/19	10,050	2,741	12,791
2019-2020*	3,003	1,080	5,083

\*Our numbers from 2019-2020 are missing key circulation statistics due to the discontinuance of our old LSP Polaris and the migration over to the new Alma/Primo LSP. Anecdotally, staff saw no decrease in the number of day-to-day transactions, nor a decline in circulation desk activity.

In 2017-2018, the library acquired 20 wireless hotspots for student checkout from grant funds via BSI/Student Equity/SSSP (Integrated Plan). These were split between the Santa Maria and LVC campus libraries. Another 40 hotspots were purchased in 2019-2020, and in fall of 2020, SEAP funds will be used to purchase another 140 hotspots in order to address overwhelming student need. The library's laptop checkout program continues to be very popular. At times, nearly all or all laptops are checked out. The library will acquire over 300 Chromebooks from ITS between fall of 2020 and spring of 2021.

The library took over the Books 4 Bulldogs (B4B) program in the summer of 2020, officially opening the collection to borrowing in the fall. As of the fall of 2020, there were 906 items in the B4B collection, of which 322 (35.54%) were on loan in the fall semester.

An online library orientation was created to address the challenge of classes or students that are unable to make it to the library in person. Students can now receive an in-depth and interactive overview of the library and its resources through these orientation modules. Curated videos and guides have also been created to supplement reference interactions and orientations where an in-person session is not possible.

The library has undertaken a number of outreach activities to increase community awareness of our services. Since the last comprehensive review, the addition of a 4<sup>th</sup> full-time librarian has allowed for everyone to partake in more opportunities for outreach. The library has staffed a table at each Bulldog Bow WoW, and each Hancock Hello event. The library uses numerous events in order to draw more users to the library, including Constitution Day, makerspaces, Information Literacy Day, special lectures and performances, and more. The library also uses displays and specially curated book collections to keep the library feeling fresh and new. We advertise our LBRY 170 course to each class that comes into the library for an orientation. The library maintains a Facebook page, which has seen an uptick in activity due to 3-5 new posts generated by librarians each week.

An OER text was selected as the LBRY 170 adopted textbook. A major modification of the COR for LBRY 170 was submitted to the AP&P (curriculum) committee in spring of 2018. This modification included making the course OER-friendly as well as updates to the adopted textbook and assignments. The LBRY 170 course outline was reviewed in 2014 and modified in 2018. The curriculum for the LBRY 170 course gets updated every time it is taught to include the most current practices in information literacy and instruction—topics that have been added since the last comprehensive program review include (but not limited too): post-truth, fake news, the impact of Net Neutrality and its subsequent repeal, and filter bubbles.

## VIII. Long-Term Program Goals and Action Plans (Aligned with the College Educational Master Plan)

(Key: Previous action steps, **new action steps**, suggested action steps by validation team)

Below is our Action Plan—please see the key above for corresponding steps that were the result of our self-study this comprehensive program review cycle and what actions were recommended after discussing the review with our validation team. Rather than submit three separate plans, the library felt that one plan with notation dictating where action steps came from was more prudent. This is especially evident in the fact that most of our action steps are ongoing, due to the nature of our program and services provided.

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Design and develop a comprehensive information literacy program.	The library is offering a section of LBRY 170 this semester, with an enrollment at one point of over 20 (higher than in the past). Without a degree requirement in place, the library continues to offer library orientations and research workshops for students and staff as well as to promote the importance of information literacy in and out of class. An inaugural Information Literacy Day at the library was held in April 2018 with the second annual Information Literacy Day scheduled for April of 2019. The online library orientation is almost completed, with a tentative launch date of summer of 2019.
Develop a program and materials for new AHC students to introduce the library and its services.	Complete: The online library orientation for new and distance students was completed in Fall 2020.
Develop a basic skills level library research class.	With AB 705, basic-skills level courses have been set aside. Thus, the same online orientation being developed above is in progress.
Develop shared assessments for orientations and train all librarians on assessment.	Assessments have been developed and used in the Research Detective workshops successfully. However, there is difficulty in finding a time logistically to train all faculty (full- and part-time) simultaneously on assessment.
Provide adequate budget for electronic resources, media and print materials.	In progress. We were given a budget augmentation to bring our Program/Object codes in line with need. It should be noted that subscription costs to electronic databases rise annually, and at some point, further funds may be needed.
Re-design and revise the existing LBRY 170 course pursuant to course review.	Completed
Encourage discipline faculty to review their areas as a PD opportunity	In progress—we continue to remind faculty that they can get PD credit for coming in and suggesting additions and deletions to the collection in their discipline focus.
Develop and integrate more services with other CCCs and the Santa Maria Public Library after hiring more staff.	Between 2016-2019, the library is collaborated with the Santa Maria Public Library and Discovery Museum on various makerspace projects—due to a lack of funding and person power, these shared activities are on hiatus. The library has renewed membership in the local library professional organization, Gold Coast Library Network (GCLN). Our library staff has attended various meetings of GCLN, and one librarian currently serves on the GCLN board and helps with outreach and will be presenting at an upcoming GCLN meeting. A librarian is on the advisory board for the Cuesta library certificate program and attends the scheduled meetings and shares ideas with other regional libraries. Librarians also attend a regional meeting with our local community colleges, and the dean or designee attends the Council for Chief Librarians annual meeting. The library partnered with Community Education to bring back the popular community lecture series in the fall of 2018. The

	library, along with 109 other CCCs, moved to the statewide LSP (Library Service Platform).
Expand the library orientation room L-320 (SM) or designate other space for instruction.	No action. The library staff 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). According to the spring 20 enrollment reports from Academic Affairs, the current average class size is 23-24. 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. The library has asked Facilities to provide a job estimate on the cost to expand the current library classroom—as of the end of Spring 21, no estimate has been provided.
Equip the expanded library orientation room or other instruction space and the reference area with additional computers (and computer furniture).	Partially complete – a TAC request was put in last spring to replace all the old computers in the library orientation room and the reference area. There will still be a need for additional computers if/when the library orientation room is expanded. ITS has expressed a hope to replace the outdated library classroom computers this summer. ITS has also offered to fully cover the cost of upgrading the library instruction classroom. This will accommodate the technological needs of both students and librarians.
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.
Hire a third librarian for the Santa Maria Campus.	Complete - A third librarian was hired in fall of 2017 to replace a retired librarian. Title V provides minimum standards for the number of librarian faculty, according to FTES. For an FTES of just under 10k at AHC, <u>there should be at least 6.5 librarians</u> . Currently, with only four full-time librarians, the college is significantly below this standard. 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: <a href="https://www.asccc.org/sites/default/files/IV.%20S.%20%281%29%20Role%20of%20Library%20Faculty_0.pdf">https://www.asccc.org/sites/default/files/IV.%20S.%20%281%29%20Role%20of%20Library%20Faculty_0.pdf</a>
Expand hours at Santa Maria and Lompoc (need funding for student workers).	Ongoing: Through grant funding and district support, additional library hours were added for the evenings Monday through Thursday (till 10 pm), Saturdays (till

	<p>3 pm), and Sundays (9:30 am to 4:30 pm). These funds may not always be available in the future to continue to offer the same level of support to our evening students. In the late spring of 2020, additional hours were approved for reference chat, expanding the weekly reference hours to Monday through Thursday from 6 am to 12 midnight, Friday and Saturday from 8 am to 10 pm, and Sundays from 8 am to 12 am. It would be nice to have the district support our extended hours, as students have appreciated the additional access to library resources.</p>
<p>Hire a third library technician for the Santa Maria campus.</p>	<p>A third library technician was hired. However, Title V guidelines also suggest library support staff sizes. For the AHC Libraries, there should be 11-12 support staff. However, there are only 4 library support staff (library technicians), which also puts the college significantly under these minimum recommendations. The suggested staff sizes can be viewed here:  <a href="https://www.asccc.org/sites/default/files/IV.%20S.%20%281%29%20Role%20of%20Library%20Faculty_0.pdf">https://www.asccc.org/sites/default/files/IV.%20S.%20%281%29%20Role%20of%20Library%20Faculty_0.pdf</a></p>
<p>Hire student workers to support operations during all hours libraries are open (Santa Maria and LVC).</p>	<p>In progress. Additional funds for student workers are needed. A student worker temporarily assisted with a project to digitize the library archives but is no longer here.) The student workers help the flow of heavier traffic and are valuable with collection organization and maintenance.</p>
<p>Office space for Library Multimedia Technician</p>	<p>Needs resolution. A space was carved out for a new tech, but it was in a storage space; due to the increase in equipment (laptops, hotspots, and charging storage), we now are utilizing designated workspaces for storage and will need to re-evaluate our office spaces for techs.</p>
<p>Replace outdated computers in L-320</p>	<p>In progress. ITS plans to evaluate and replace most or all of the library instruction classroom computers this summer.</p>
<p>Printing for students</p>	<p>In progress: funds were earmarked and used for the purchase of a new color printer. Discussion is ongoing for possible implementation of self-serve printers for students. The library is working with ITS and other constituents on a possible system.</p>
<p>Creation of a permanent, shared, Interdisciplinary Makerspace</p>	<p>Complete/discontinued- In Fall 2019, O-112 was the current Interdisciplinary Makerspace, which is Professor Robert Mabry's classroom. Post Professor Mabry's retirement, it is unclear if the Makerspace still maintains open hours for access by the greater college community.</p>
<p>Expand Library Building</p>	<p>Planning: The library vastly needs more space, for collections (growing every year), a second library classroom, as well as additional student study spaces. There is a real need for both group and individual study rooms. 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.</p>

	<p>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:  <a href="https://www.asccc.org/sites/default/files/IV.%20S.%20%281%29%20Role%20of%20Library%20Faculty_0.pdf">https://www.asccc.org/sites/default/files/IV.%20S.%20%281%29%20Role%20of%20Library%20Faculty_0.pdf</a></p>
<p>Support the adoption and use of the state-wide Library Services Platform</p>	<p>New: The Council of Chief Librarians for California’s Community Colleges has been working on a new state-wide Library Services Platform (LSP). Hancock has been involved with the project since the RFP stage. Our library was one of the vanguard college’s, and first to launch. The implications of a shared library system across the community college’s are staggering, from resource sharing, continuity of instruction, shared workflows and efficiencies, and beyond. Due to statewide budgetary issues, the contract for the system has been imperiled. With our sister colleges dropping out, it has caused the remaining colleges to see an increase in the cost of the system. The LSP is of such value and import, we suggest that we continue supporting and using it indefinitely.</p>
<p>Procure more spaces for single student studying/furniture to support single student study spaces</p>	<p>New: Space is the most highly regarded attribute of the library across all users surveyed. While the library has done well in converting areas for more space in general, one area that has been lacking is in finding and cultivating areas for single students. New rules enacted have made it so the library study rooms are for groups of 2 or more users, and library users have expressed a desire for more spots where one can go and study in private. These requests, combined with the social distancing complications brought on by the COVID-19 pandemic, have made it apparent that we need to facilitate more single student study spaces. Either in locating more rooms that can be converted into library study spaces, or through special furniture pieces that allow for a student to fully enclose themselves, the library would like to increase the areas for single student studying.</p>
<p>Maintain distance/remote services implemented during COVID-19 for equity for distance learning students</p>	<p>New: During the COVID-19 pandemic, the library has implemented a number of new and innovative services in order to support students during emergency remote instruction. Expanded chat hours, Zoom reference interviews, new databases and eBook/eAudiobook services, etc. Though we cannot foretell how popular these services will be once regular operation resumes, the level of service</p>

	<p>we currently offer to distance learning students has never been higher. Moving forward, for the sake of parity and equity, the library would like to maintain as many of these services as we transition back to regular operation as possible. Unfortunately, staffing both physical reference desk and a virtual reference desk as robust as the one we are currently offering is impossible. More hours for faculty librarians would be required to maintain service.</p>
<p>Increase both staff and faculty to reflect increased use of library resources</p>	<p>New/ongoing: With the library's increased hours, along with the new services and lending programs that we have undertaken in the last couple of years, it is evident that the library will need more professional and paraprofessional support. There are large sections of time when there is no library tech present, and the whole of the library's circulation services are provided by a student worker. This has caused issues in the past, as well as problems with continuity of service. Similarly, there are periods of time where there are no full-time librarians present. While our part-time colleagues are equipped to provide most services, full-time librarians have a greater breadth of institutional knowledge and services to better serve library users, as well as implementing assessment tools. See goal section above for more detailed justification.</p>

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
Equipment	Self-contained study pod.	\$8,000 per pod	Cost is either to build our own inhouse, or to purchase them through a vendor. Study pods support social distancing, returning to the physical space in a post-vaccine return to operations, and also supports students who would like more privacy/space from other users than our traditional study cubes. See <a href="https://texaslibrary.com/catalog/product/view/id/80296/s/huddle-solo/category/41313/">https://texaslibrary.com/catalog/product/view/id/80296/s/huddle-solo/category/41313/</a> for an example.
Technology	Nexis Uni (database); History Reference Center; AVON; Swank Digital Campus; BibliU	\$13049	Nexis Uni is a legal and business database that has been requested through the years and was provided through a partnership with the Business Department. (As of Fall 2020, the Business Department is again assisting with costs for this.) AVON provides access to educational streaming films for a wide variety of

			disciplines, with an emphasis on health sciences, nursing, and counseling. History Reference Center is a history-focused new database. SEAP is providing funding in 2020-2021 for the documentary and feature-film streaming service Swank as well as the e-book Course Reserves provider, BibliU.
Technology	T-Mobile wireless hotspots for student checkout	\$7,000 for purchase of 20 hotspots, with annual wireless 12-month contract	In progress: The pilot project to buy 20 hotspots was funded by Student Equity for a year. The devices have been popular with students since checkout began in late March 2019. Usage rates will be shared with the Student Equity program coordinator who will consider continuing the pilot project. In the summer/fall of 2020, SEAP provided funding to purchase more than 100 new hotspots for students.
Equipment	New furniture (Reference Desk and charging tables)	\$16k	Ongoing: Providing a new Reference Desk as well as new charging tables will have a positive impact on students. The new Reference Desk provides a location with more privacy for students during reference interviews. With the highly limited space and increasing student demand for study spaces (preferably with charging outlets), the library purchased 8 new charging tables.
Books and other materials	Books 4 Bulldogs textbooks	~\$60k	Ongoing: in the summer of 2020, the library took the former EOPS Book Lending program over, turning it into the Books 4 Bulldogs collection. With over 900 books now available for semester-length checkout, students are very excited. Students borrowed more than a third of the total collection by the beginning of the fall semester. In order to keep the collection current and robust, the library seeks approximately \$60k per year to support these efforts, and this will be covered in 2019-2020 by SEAP.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Program	Hire student worker	SLS2: Support Student	Staffing, 1		\$56,000 /yr	On-going

	s to support operations during all hours the library is open.	Access, Achievement and Success				
Program	Color printers for student printing	SLS2: Support Student	Equipment, 1	\$1600		Spring 2019
Program	Expand classroom L-320 to accommodate larger classes	SLS2: Support Student Access, Achievement and Success	Facility, 1	*Facilities analysis required to determine cost		On-going
Program	Add visual display monitor to LVC Conference room 1-110C for student projects	SLS2: Support Student Access, Achievement and Success	Equipment, 1	\$2500	None	Spring 2020
Program	Add 2 display units at LVC Library to increase	SLS2: Support Student Access, Achievement and	Equipment, 1	\$725	None	Spring 2020

	e materia ls circulati on	Success				
--	---------------------------------------	---------	--	--	--	--

**Program Review: Assessment Plan**

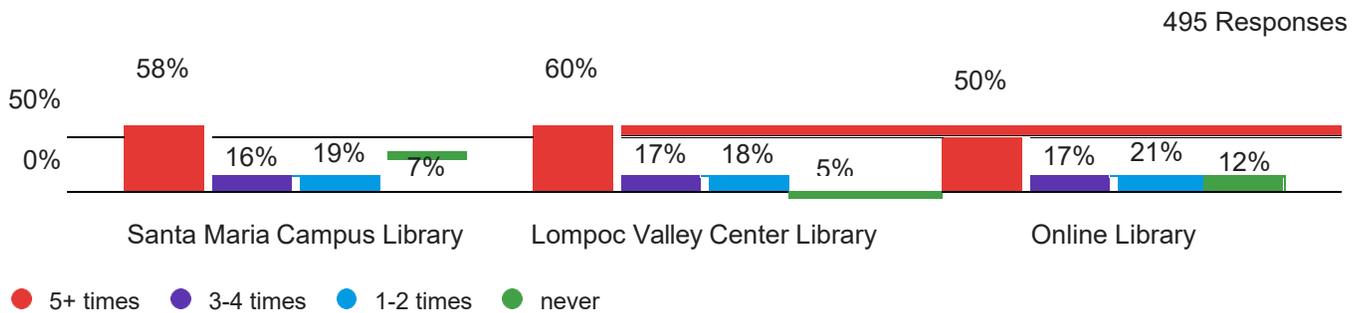
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
PSLO #1	Fall 20		Spring 23		Fall 24	
PSLO #2		Fall 21		Spring 24		Fall 25
PSLO #3	Fall 20		Spring 23		Spring 25	
PSLO #4		Spring 22		Fall 23		Spring 26
PSLO #5	Spring 21		Fall 22		Fall 24	

This plan alternates collection semesters and cycles through all our PSLOs 3 times in the comprehensive cycle. While ambitious, this will provide us with a much higher level of student learning assessment data. Which the library feels will be most valuable for further instructional and programmatic planning.

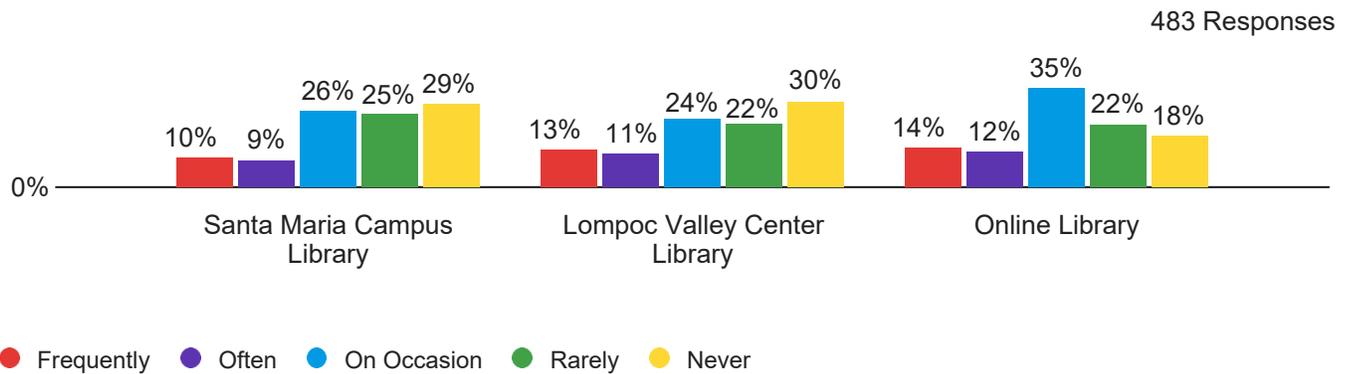
**PROGRAM  
REVIEW  
Student Survey  
and Results**

**Library ST Survey for Students Fall  
2019  
Total responses = 601**

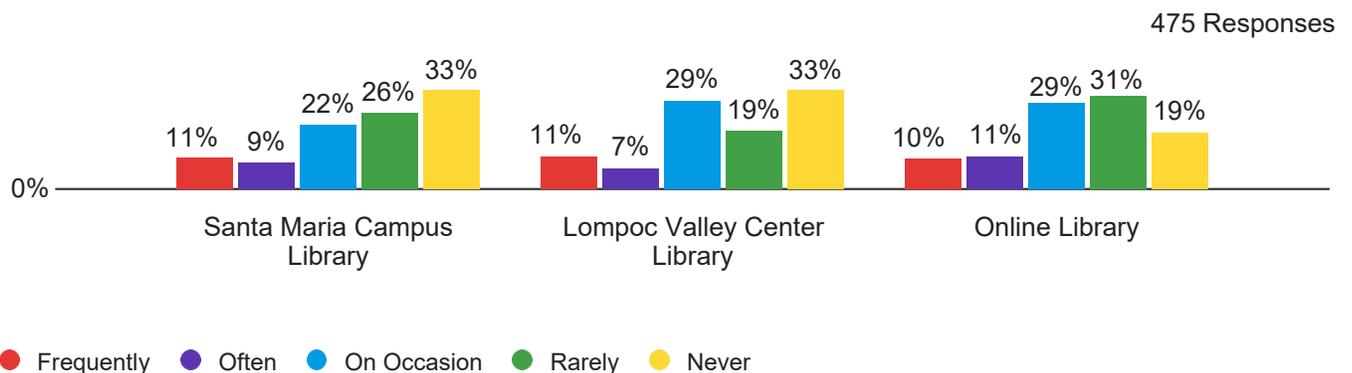
Q2 - How many times per semester do you typically use the AHC library in person?



Q3\_1 - Use the library catalog to find books and media

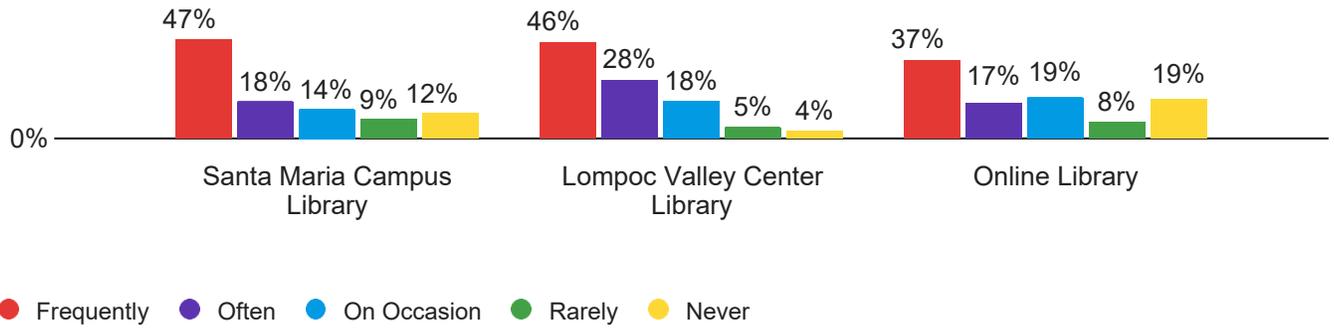


Q3\_2 - Use research guides (LibGuides)



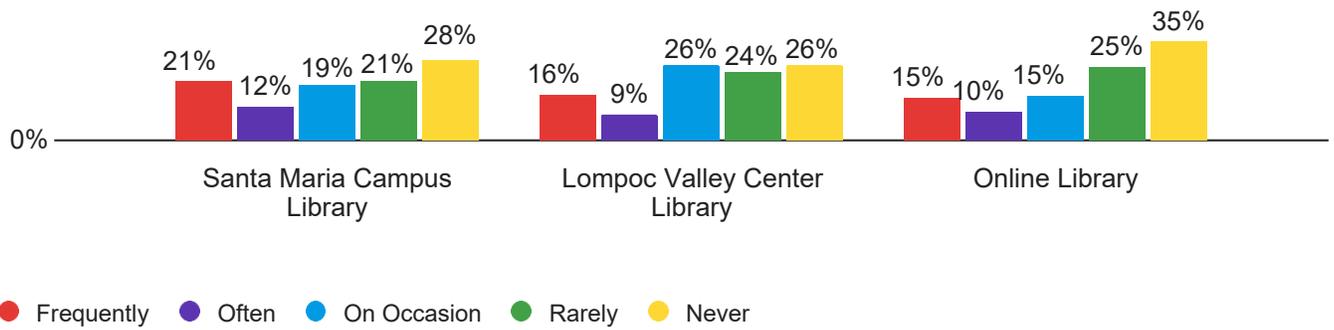
### Q3\_3 - Study

487 Responses



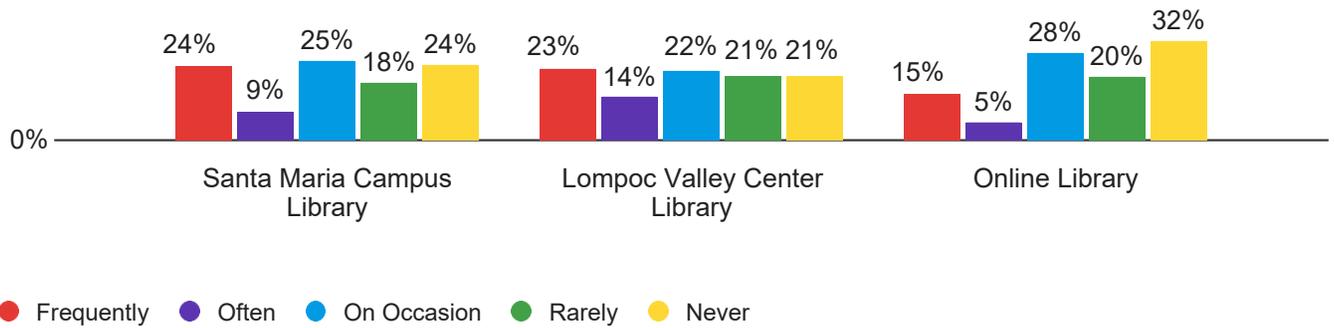
### Q3\_4 - Meet with a group

474 Responses



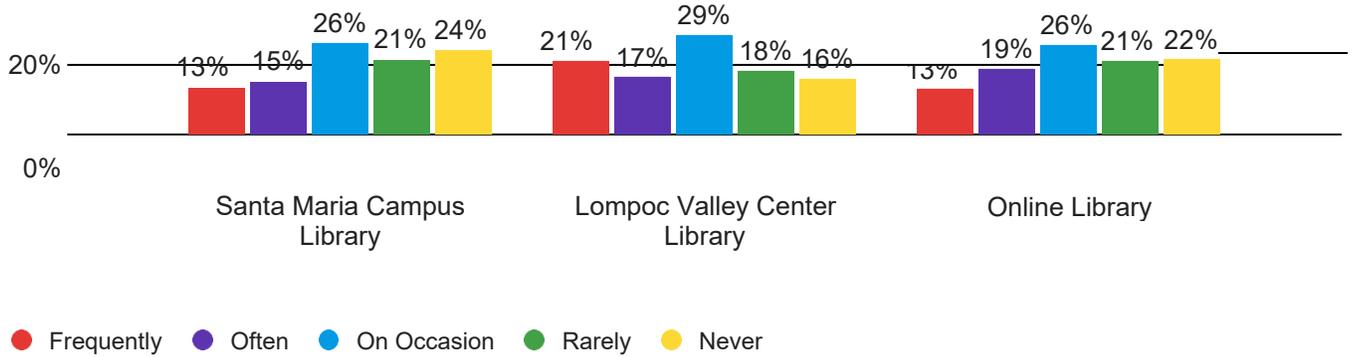
### Q3\_5 - Hang out between classes

473 Responses



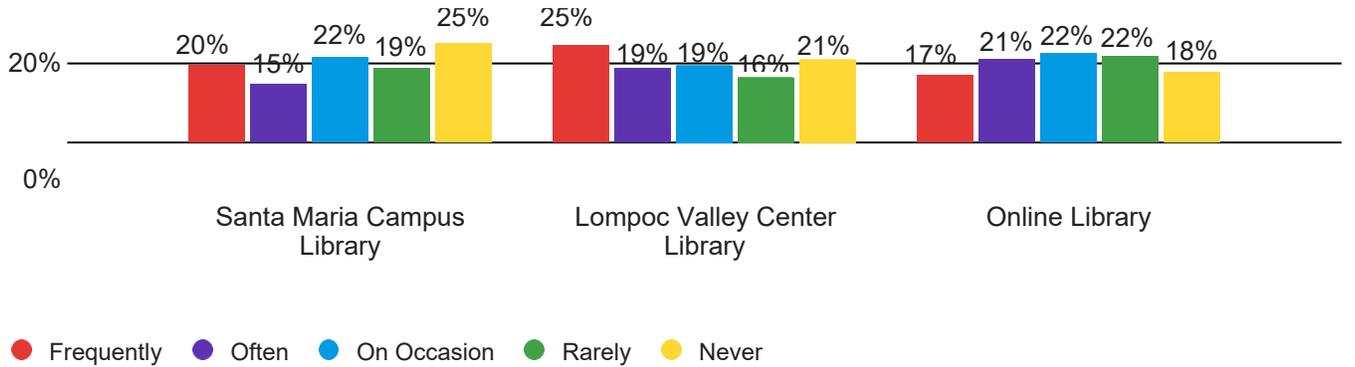
### Q3\_6 - Ask a librarian for help (desk, chat, phone)

479 Responses



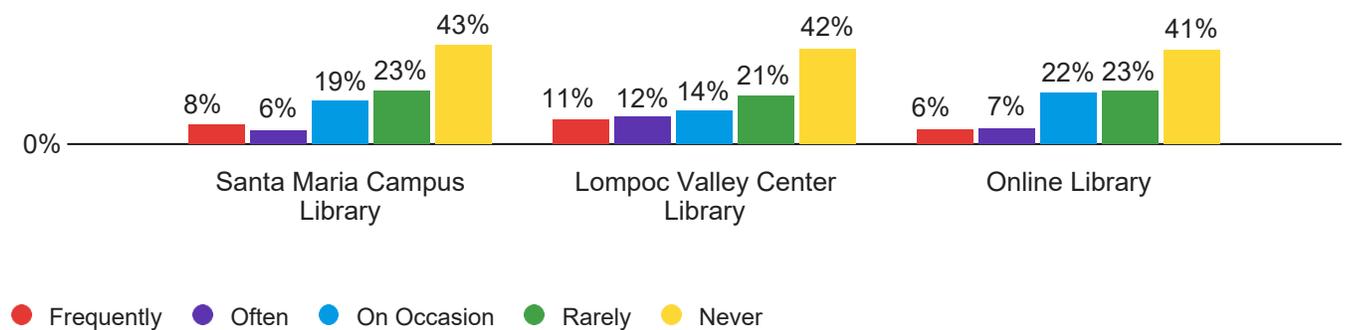
### Q3\_7 - Borrow textbooks or other required materials

484 Responses

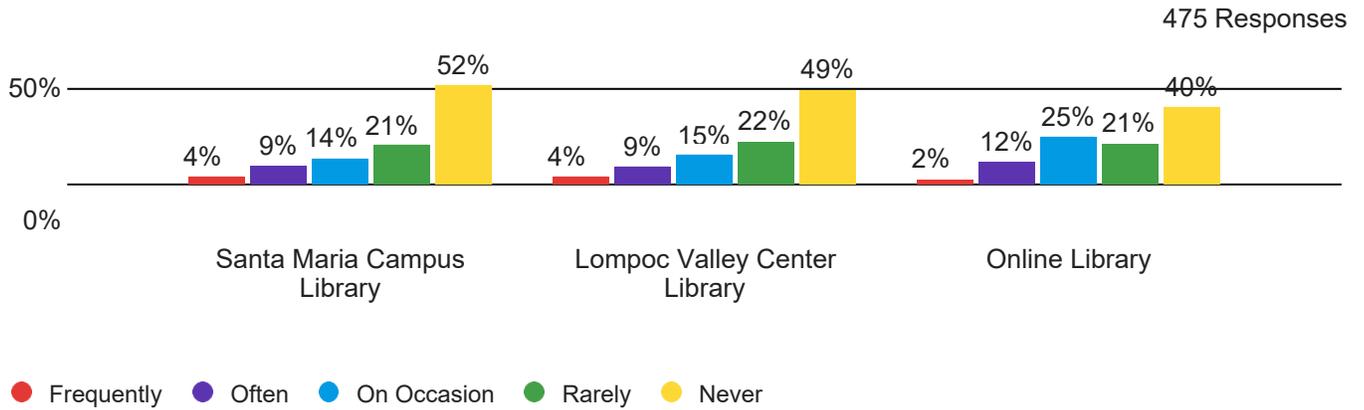


### Q3\_8 - Read print magazines, journals or newspapers

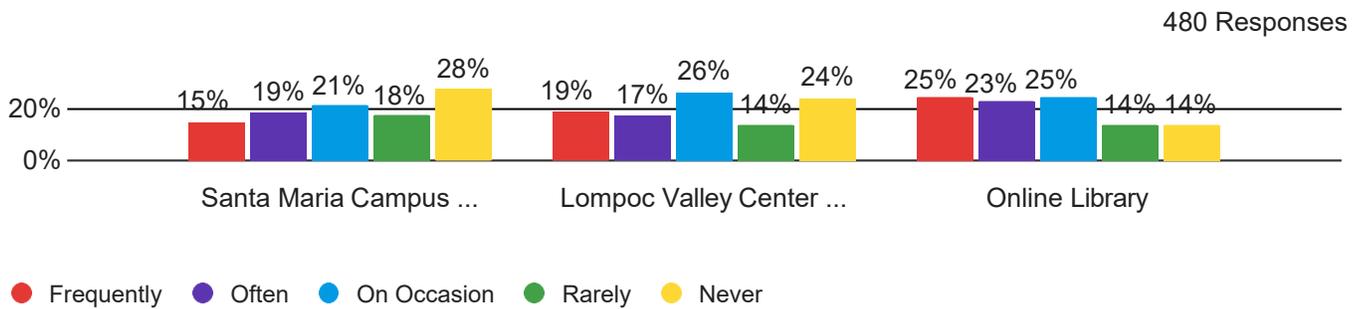
479 Responses



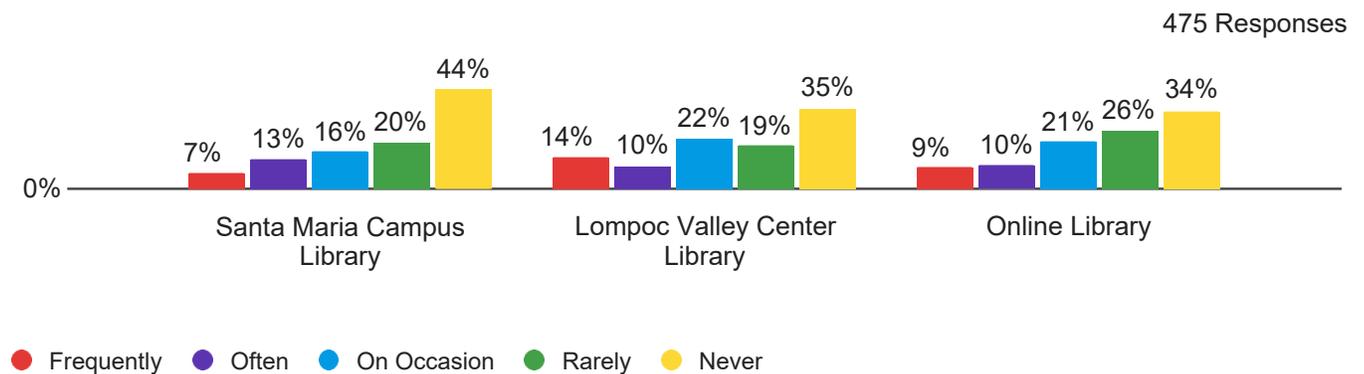
### Q3\_9 - Read eBooks



### Q3\_10 - Use online article databases (Academic Search, Complete, SIRS, etc.)

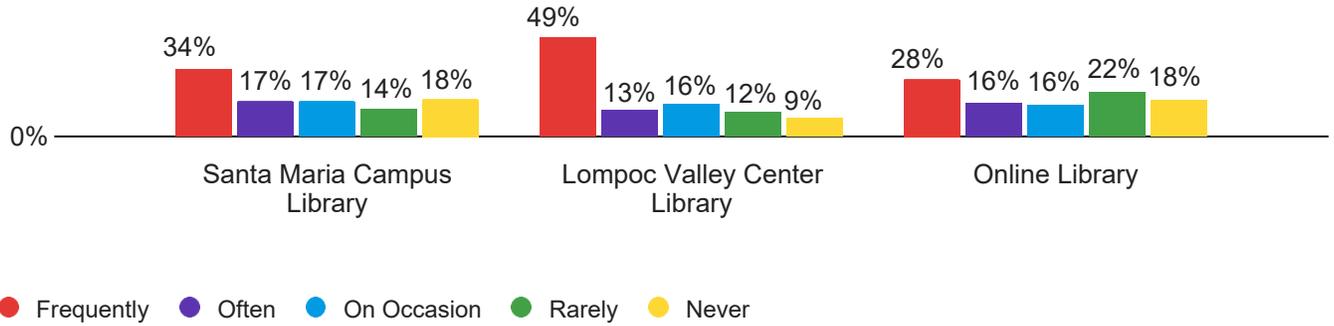


### Q3\_11 - Watch a video



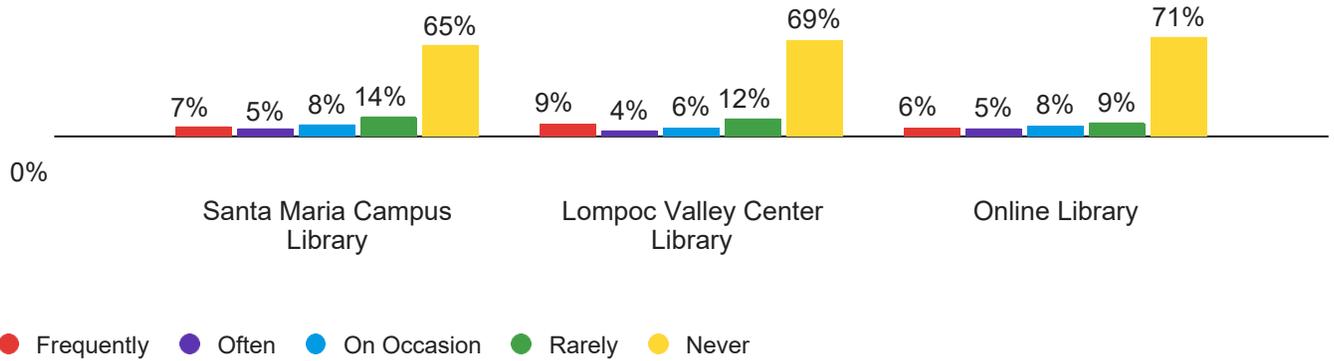
### Q3\_12 - Use library computers

478 Responses



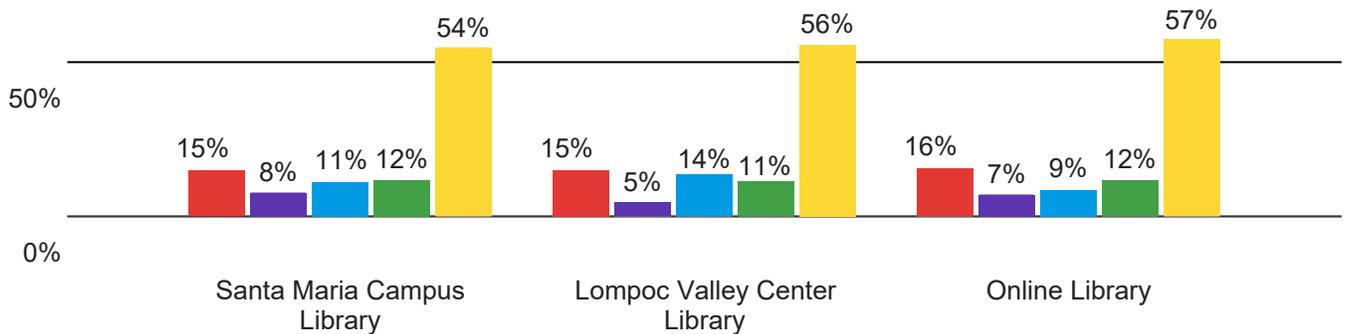
### Q3\_13 - Borrow a laptop computer

475 Responses



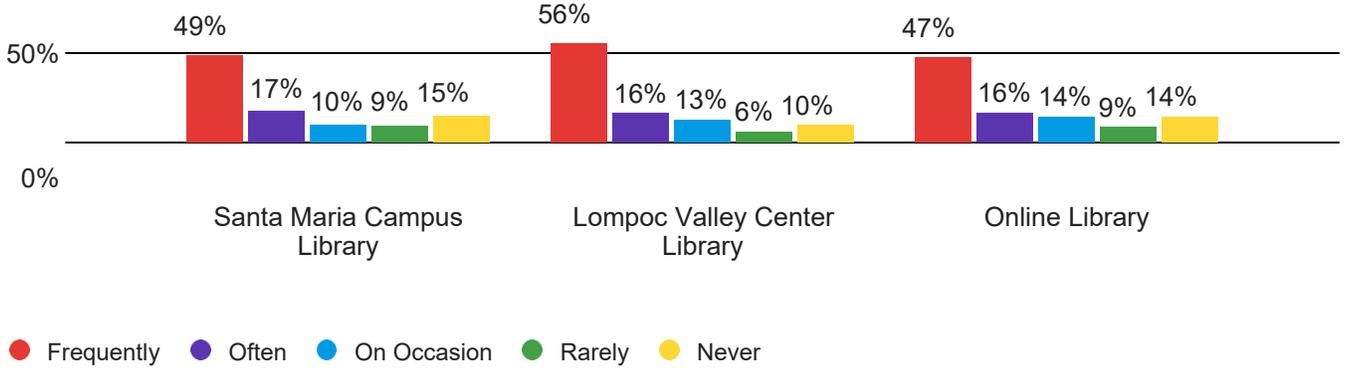
### Q3\_14 - Borrow a wireless hotspot

477 Responses



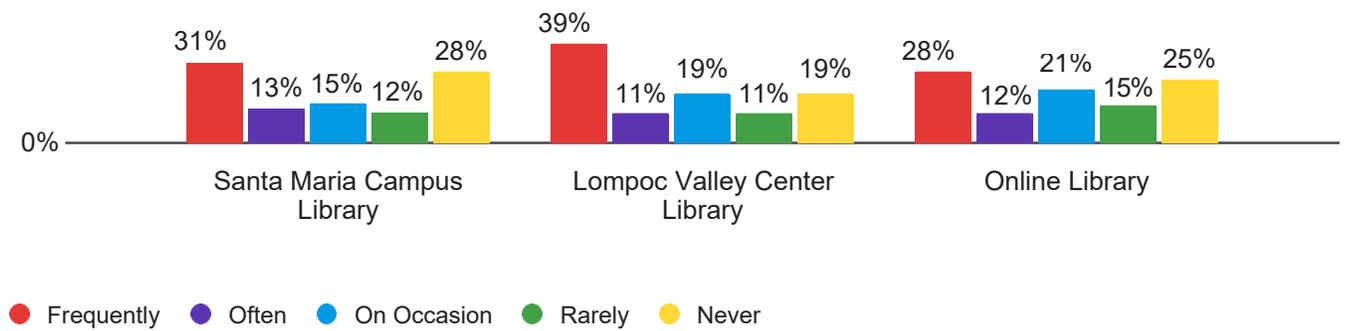
### Q3\_15 - Access Canvas or myHancock

483 Responses



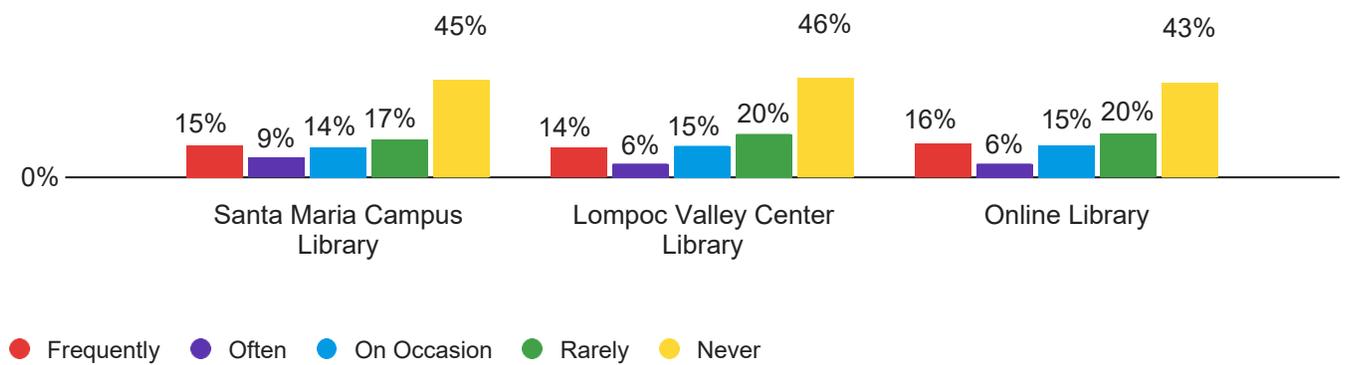
### Q3\_16 - Print or photocopy material

479 Responses

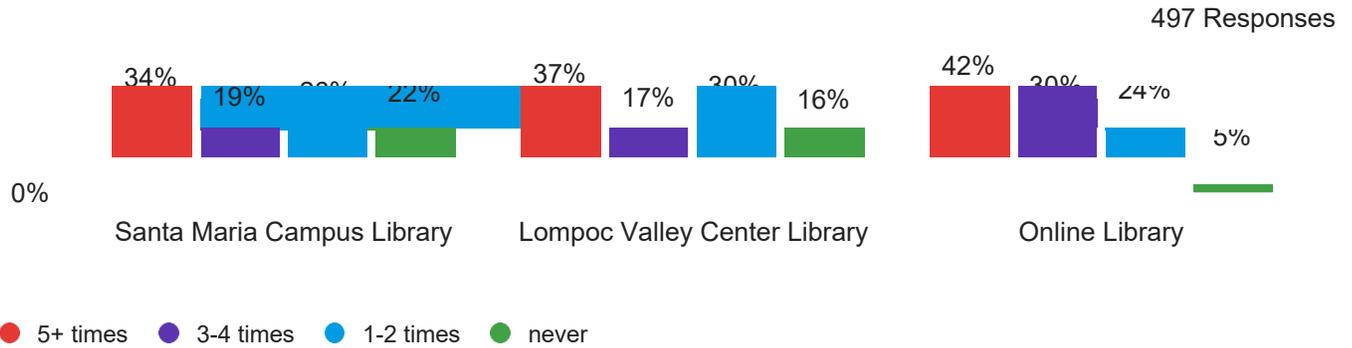


### Q3\_17 - Use a group study room

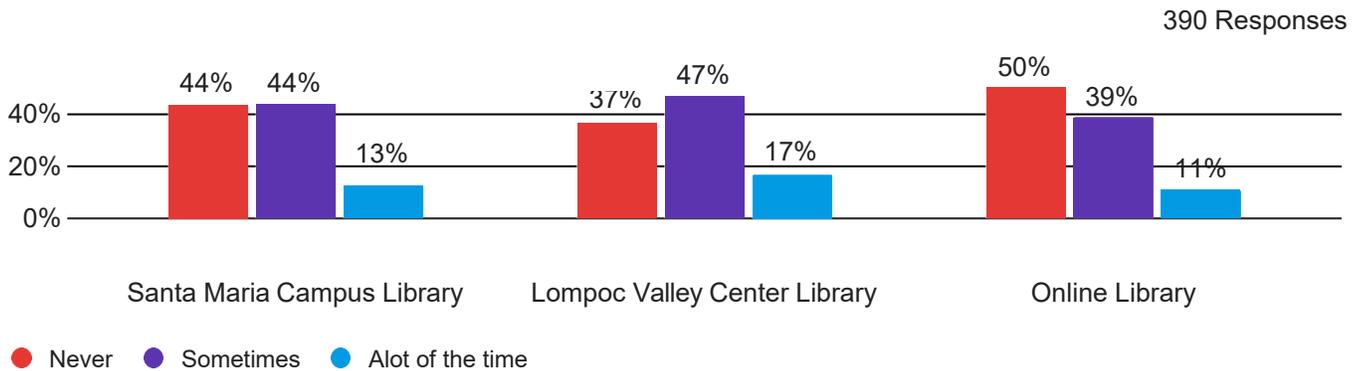
475 Responses



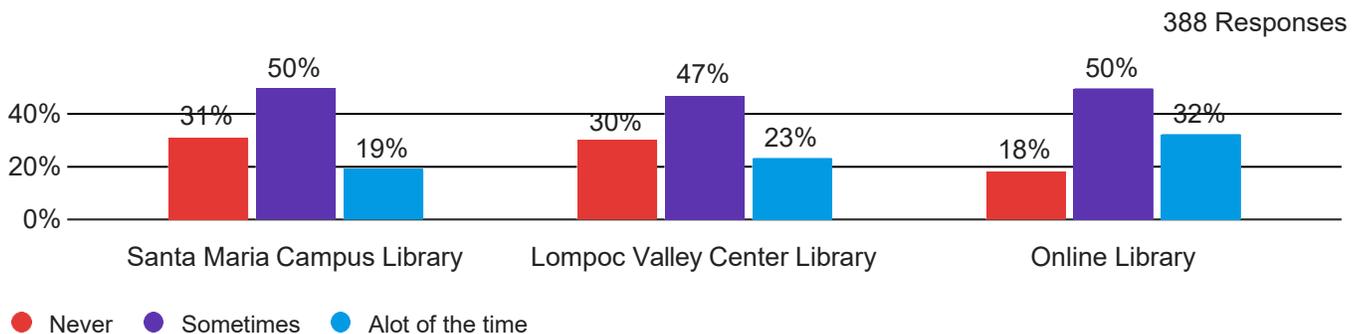
## Q4 - How many times per semester do you typically visit the library website?



## Q5\_1 - Ask librarian for help

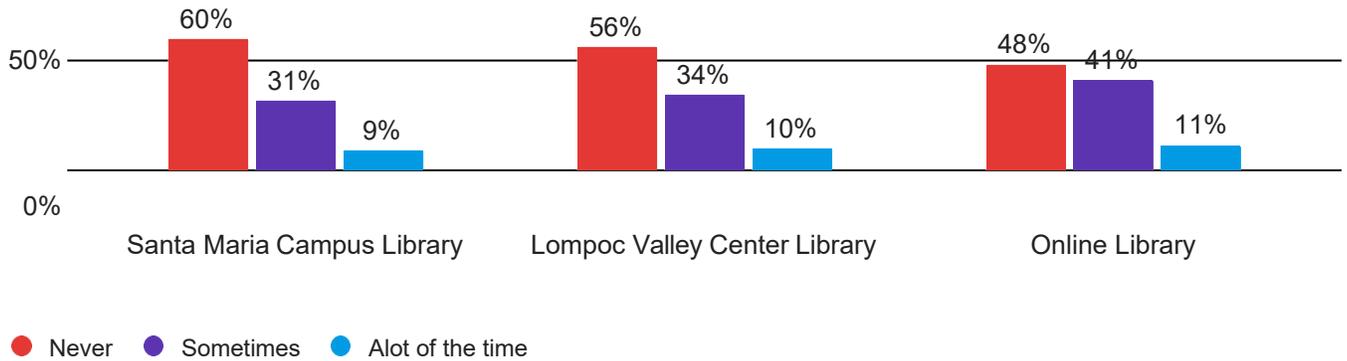


## Q5\_2 - Use the library catalog to find books and media



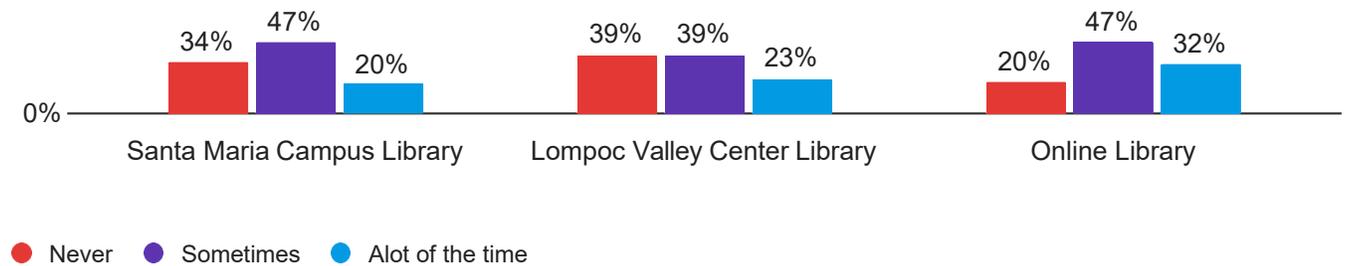
### Q5\_3 - Read eBooks

387 Responses



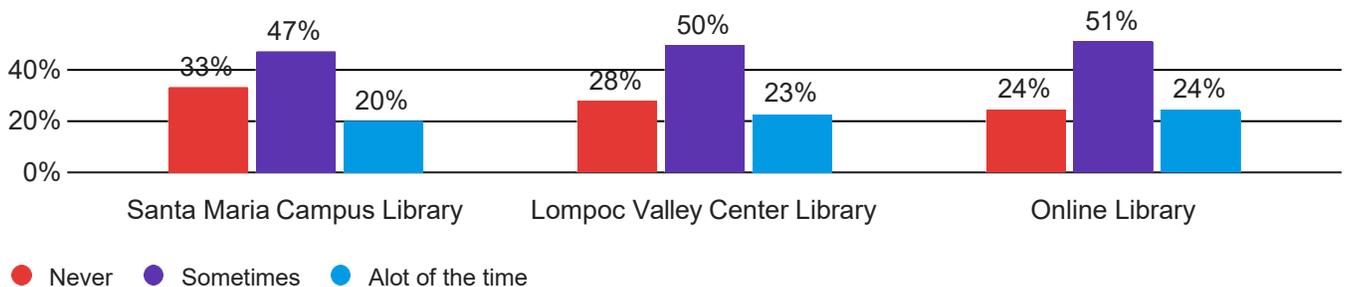
### Q5\_4 - Find a magazine, journal or newspaper article using online database

386 Responses

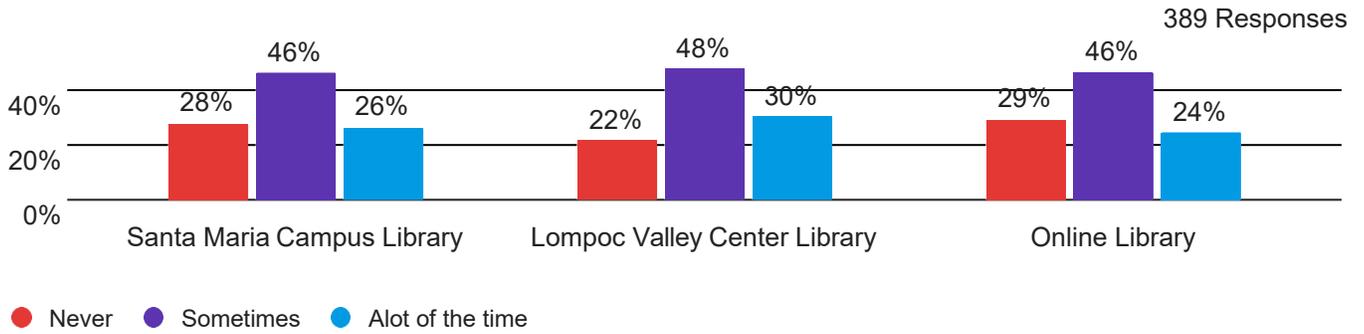


### Q5\_5 - Use research guides

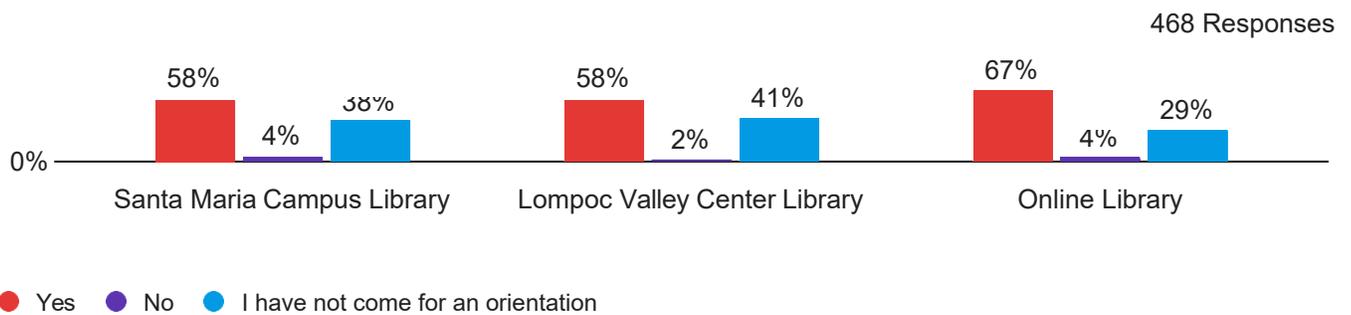
389 Responses



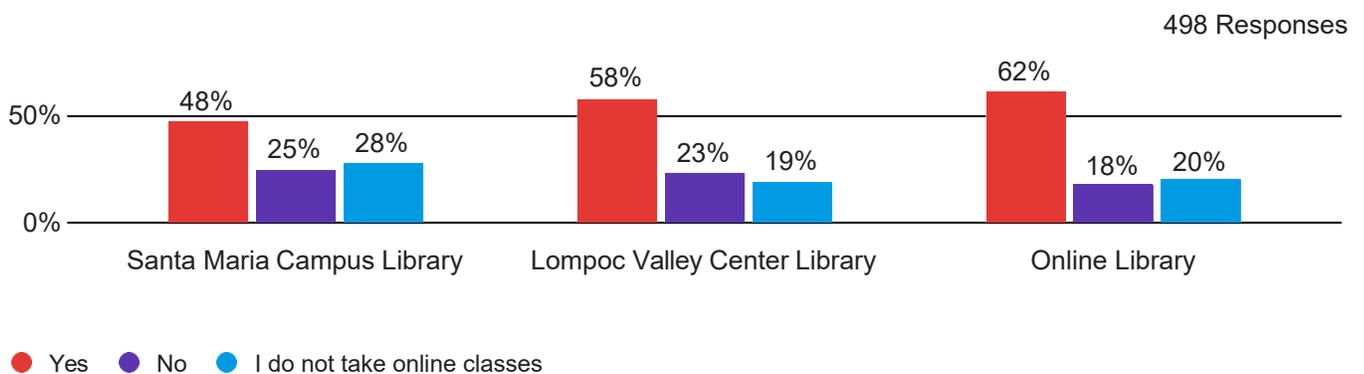
### Q5\_6 - Find library location and times



### Q6 - If you have come with a class to the library for a formal library orientation, did it help you locate credible sources?

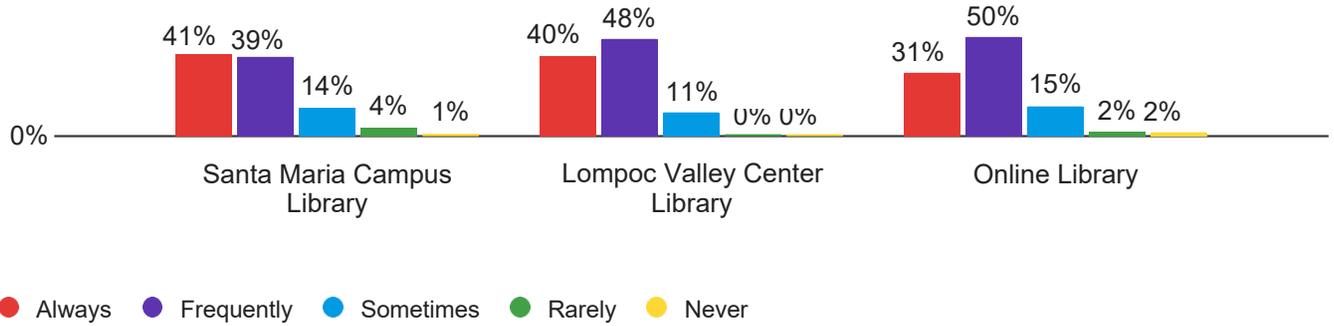


### Q7 - Do you use the library (in person or online) for online classes?



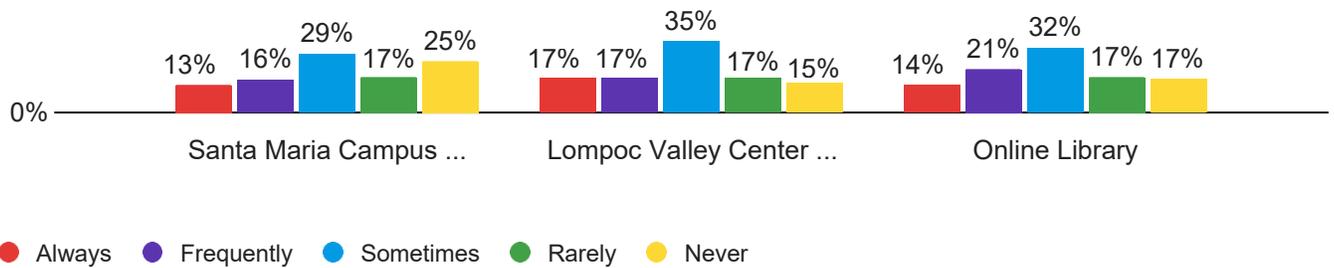
### Q8 - I am able to find the information or materials I need in the library

415 Responses



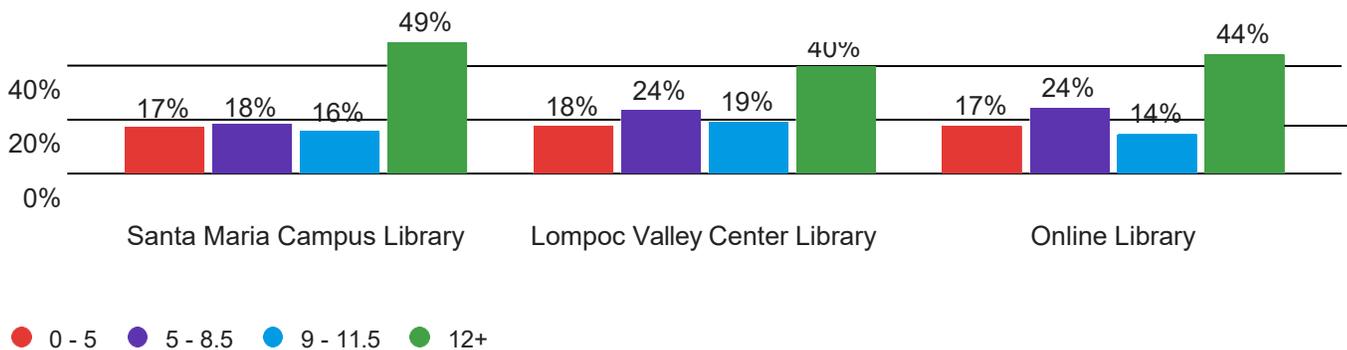
### Q9 - In general, I use the library's resources to discover more about the world I live in

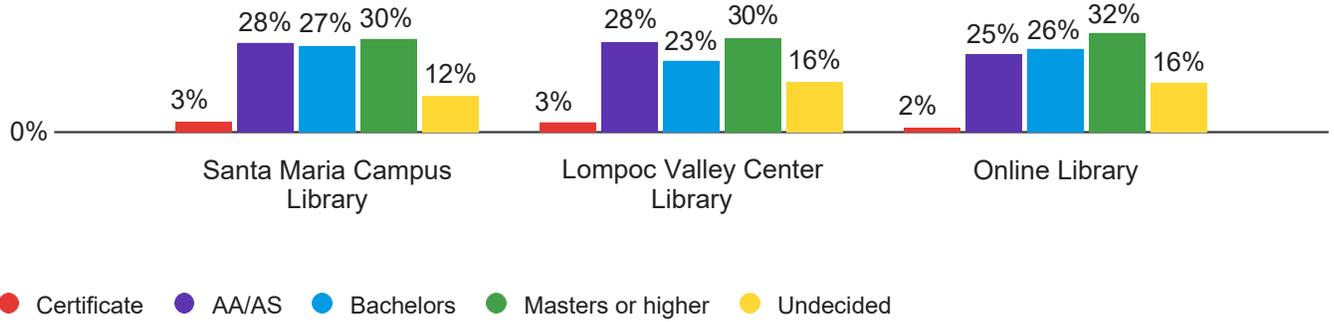
497 Responses



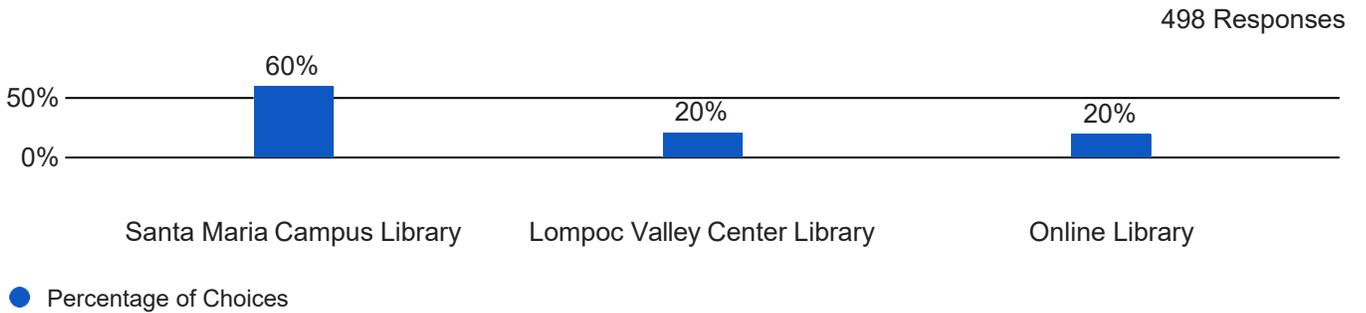
### Q10 - How many units are you currently enrolled in?

494 Responses

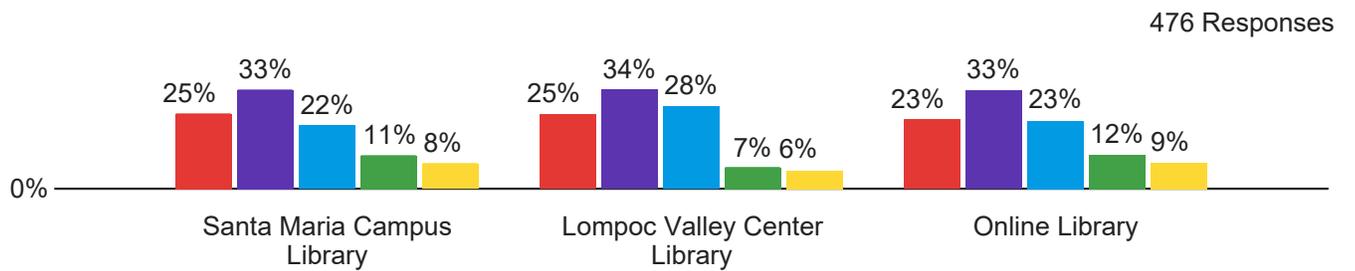




Q12 - Which Allan Hancock Library location do you use? (choose all that apply)



Q13 - When do you go to the library? (choose all that apply)

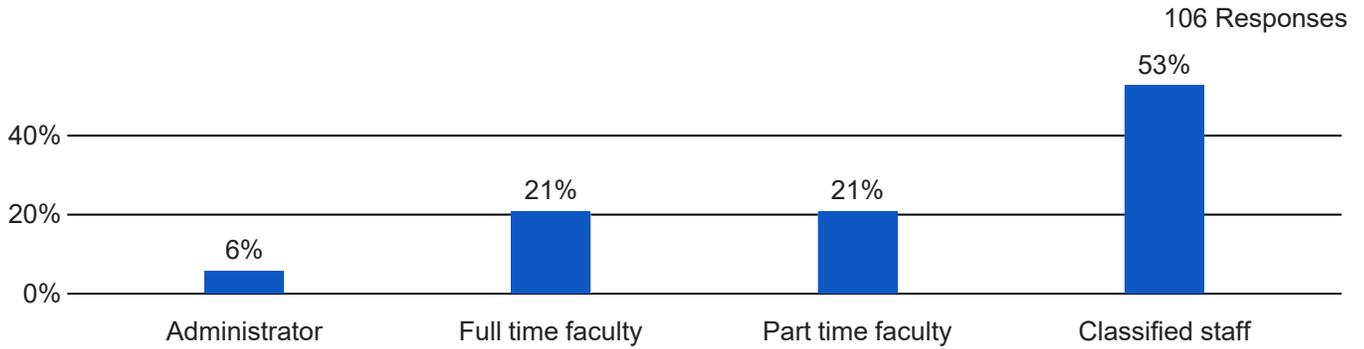


● Morning ● Afternoon ● Evening ● Saturday ● Sunday

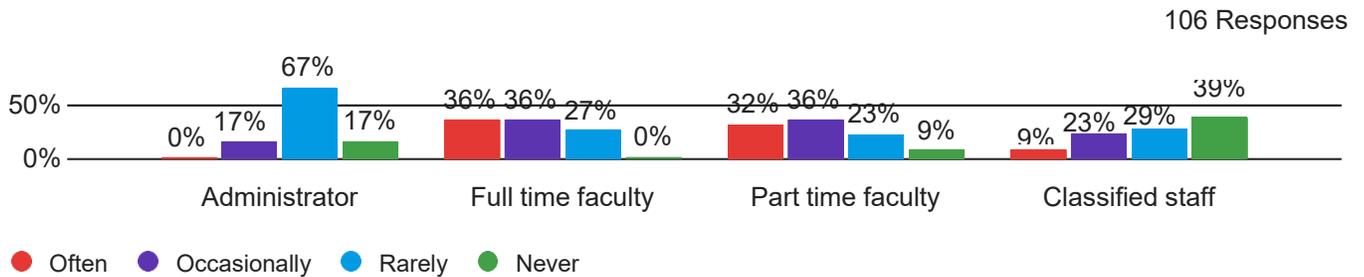
## Library AHC Staff Survey Fall 2019

**Total responses = 106**

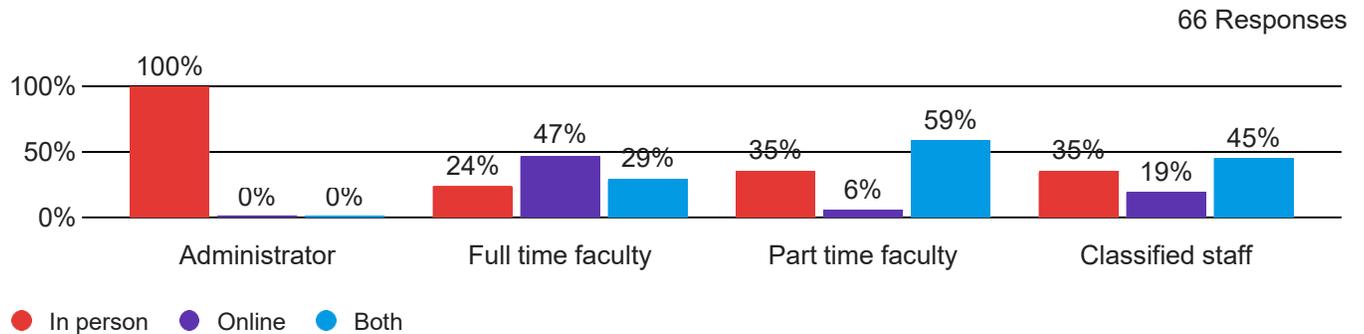
Q2 - Please identify your classification:



Q3 - Do you access library resources for your teaching and/or research needs?

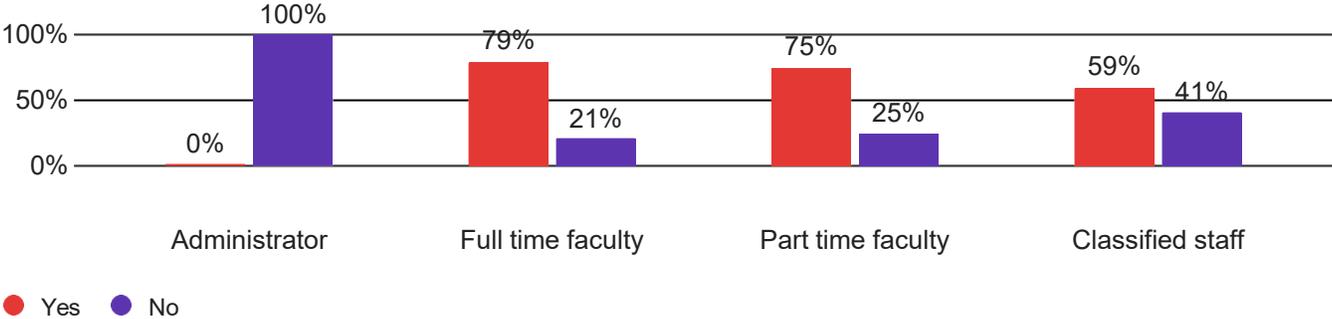


Q4 - How do you access library resources?



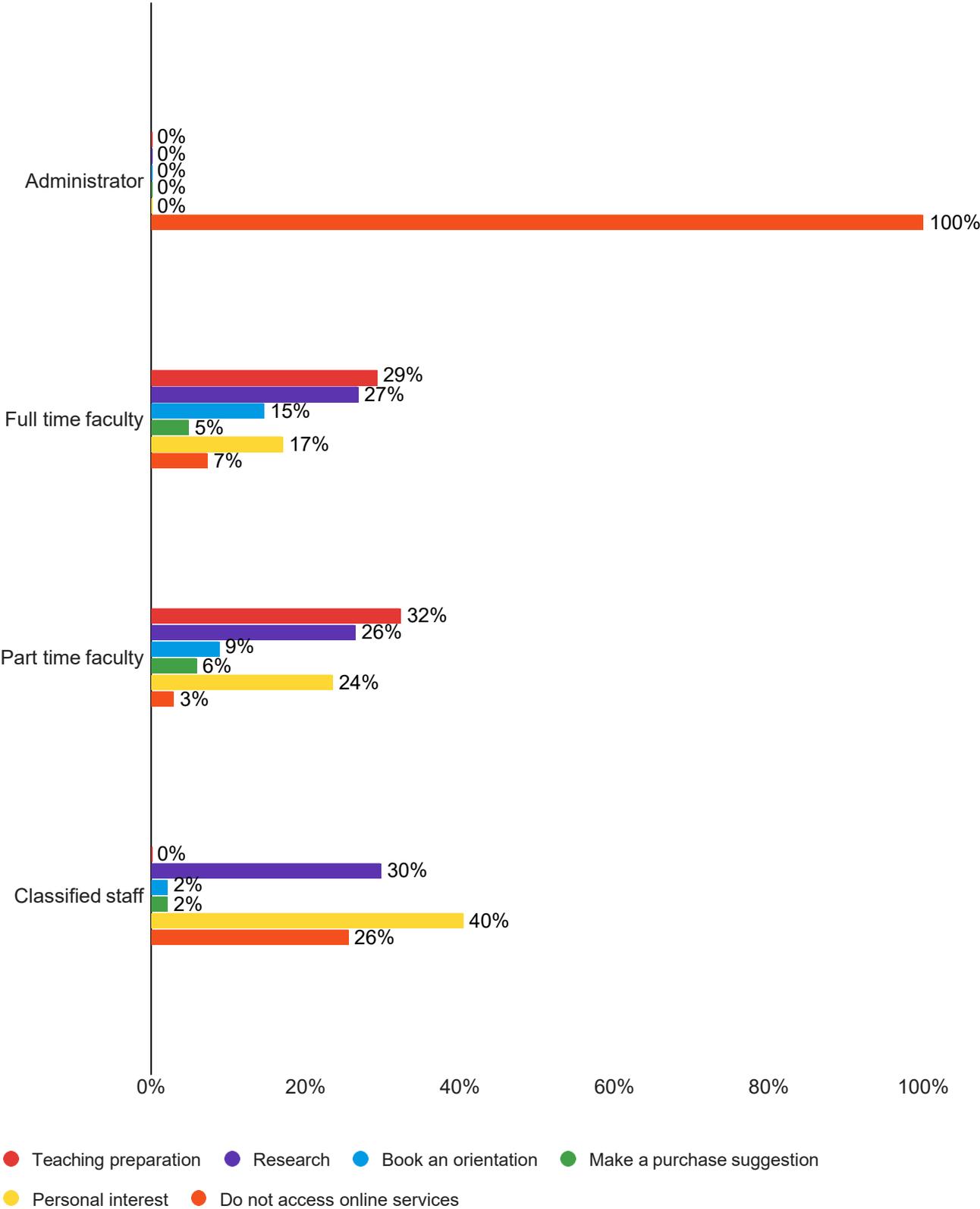
# Q5 - Do you use the AHC library webpage?

73 Responses



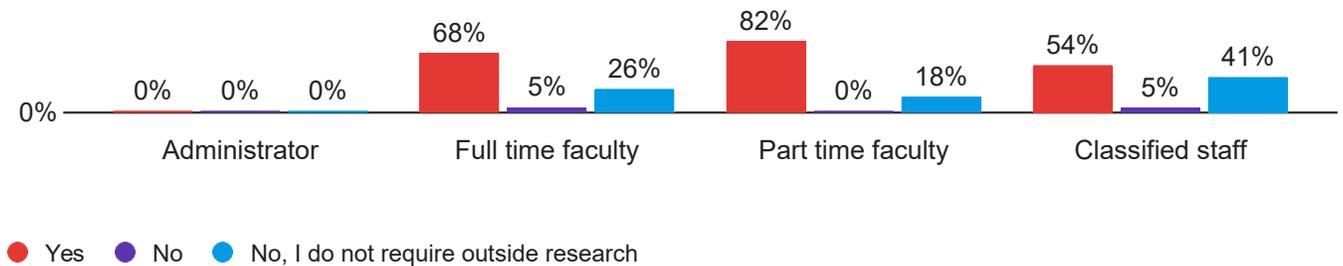
# Q6 - For what purposes do you access online library services? (Select all that apply)

73 Responses



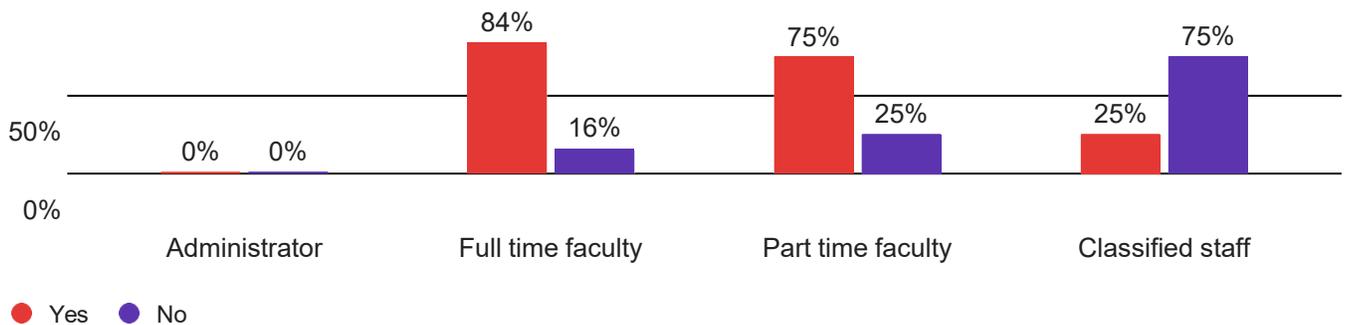
Q7 - When requiring outside research, do you suggest that your students use resources and services offered by the AHC libraries?

73 Responses



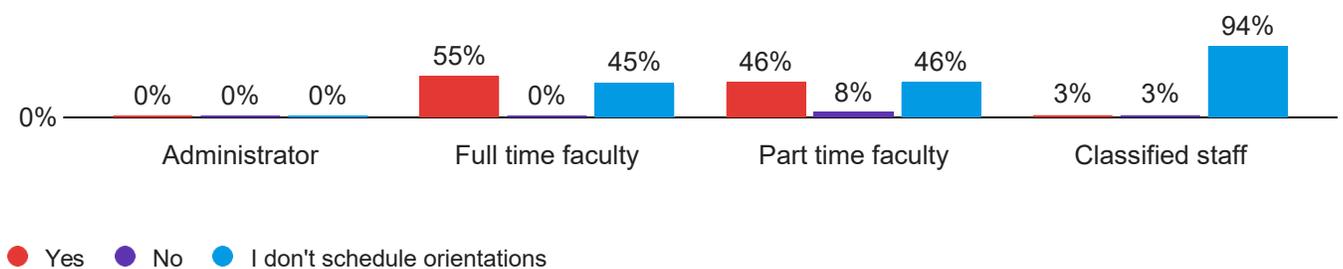
Q8 - Do you use Canvas for any of your classes?

71 Responses



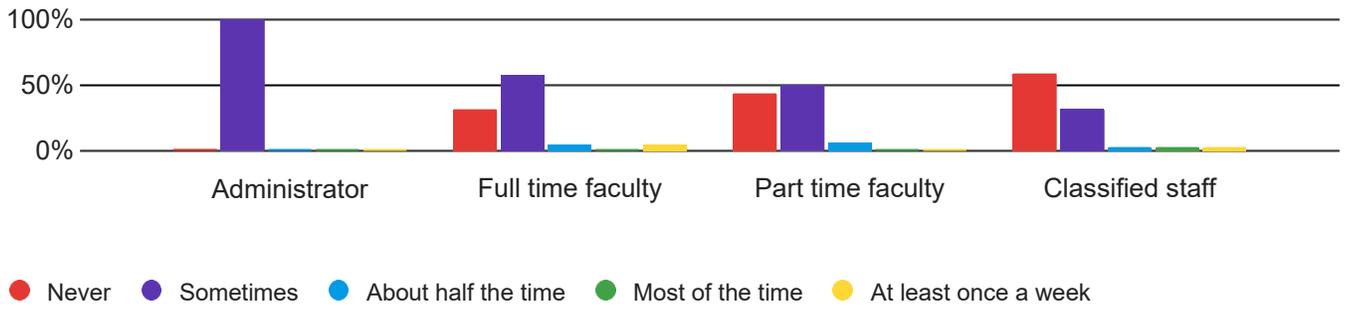
Q9 - If you schedule library orientations, do your students cite better courses and locate quality information more easily after orientations?

58 Responses



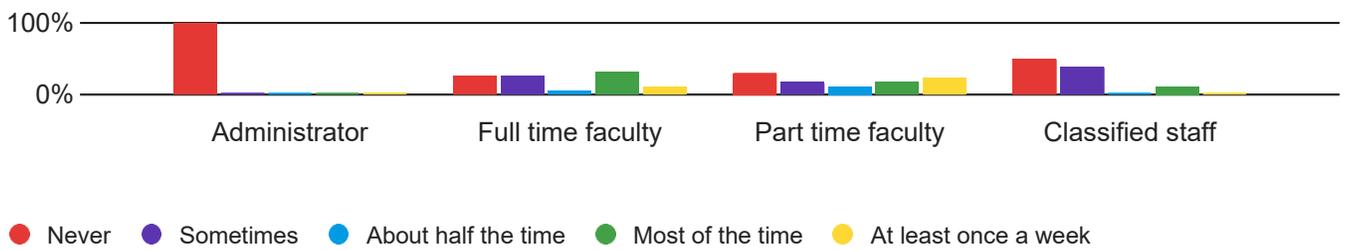
### Q10\_1 - Print (paper) periodicals (journals, magazines, etc.)

70 Responses



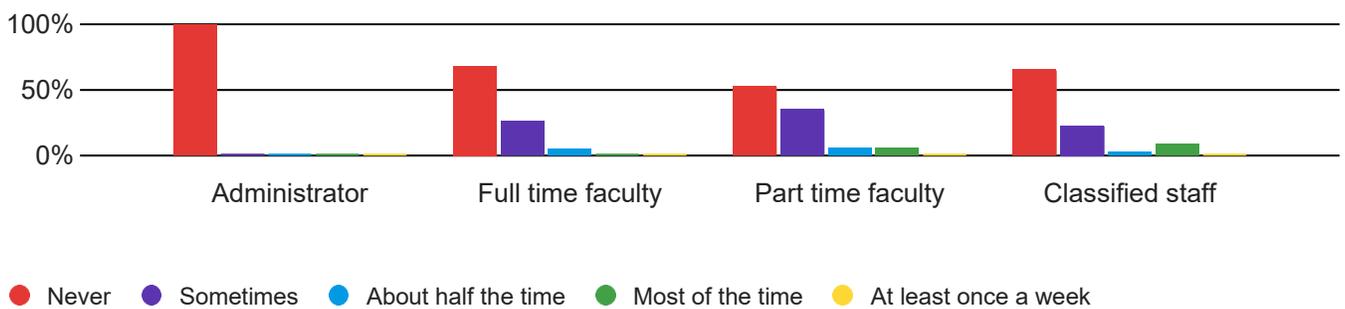
### Q10\_2 - Online periodical databases (SIRS, Academic Search Premier, etc.)

71 Responses



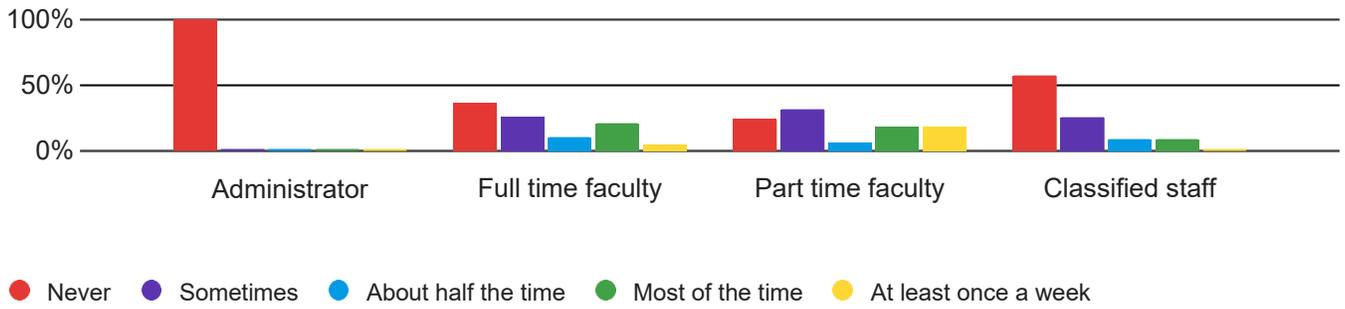
### Q10\_3 - Interlibrary loan

72 Responses



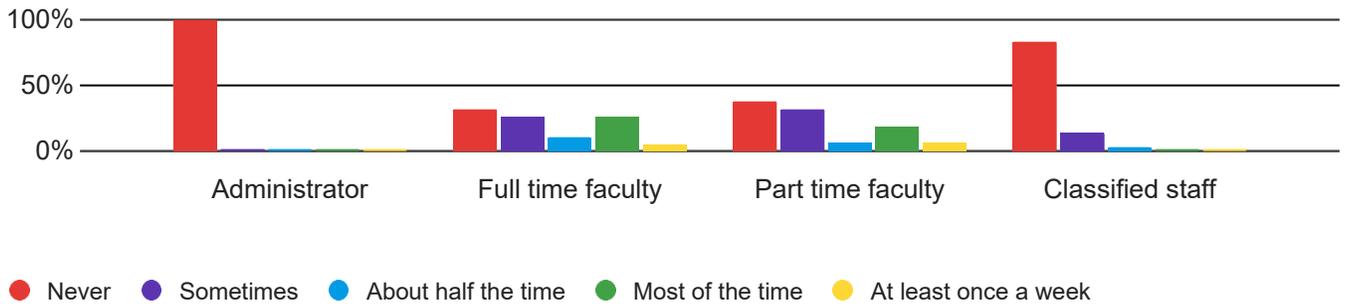
## Q10\_4 - Library catalog

71 Responses



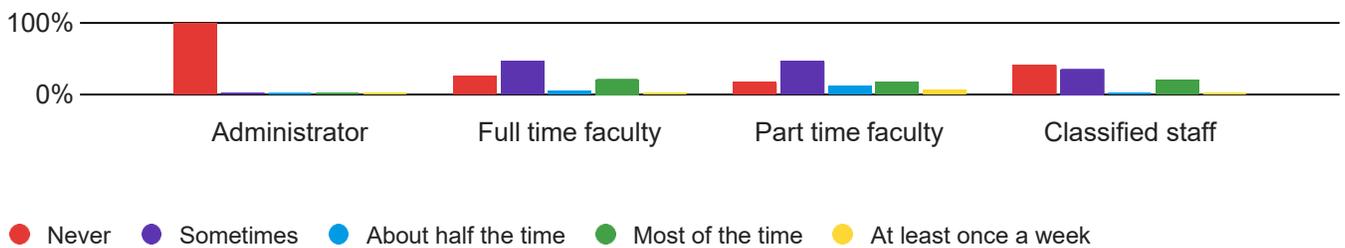
## Q10\_5 - Library orientations

71 Responses



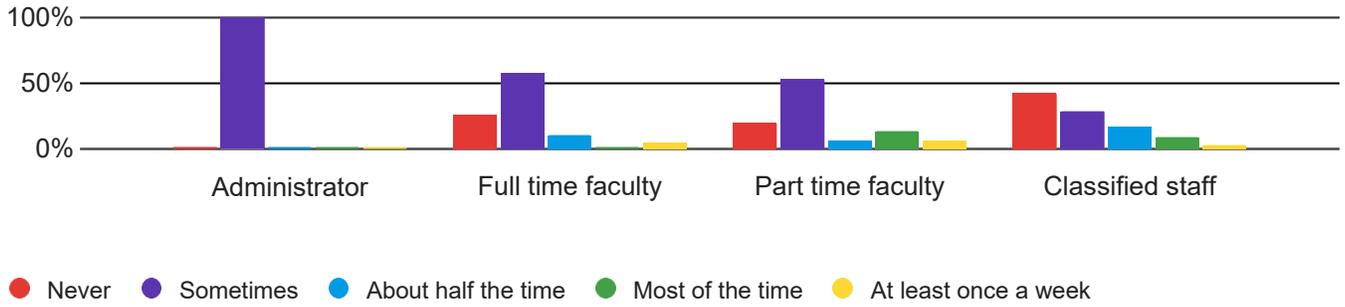
## Q10\_6 - Reference services (contacting a librarian in-person, by phone or email)

71 Responses



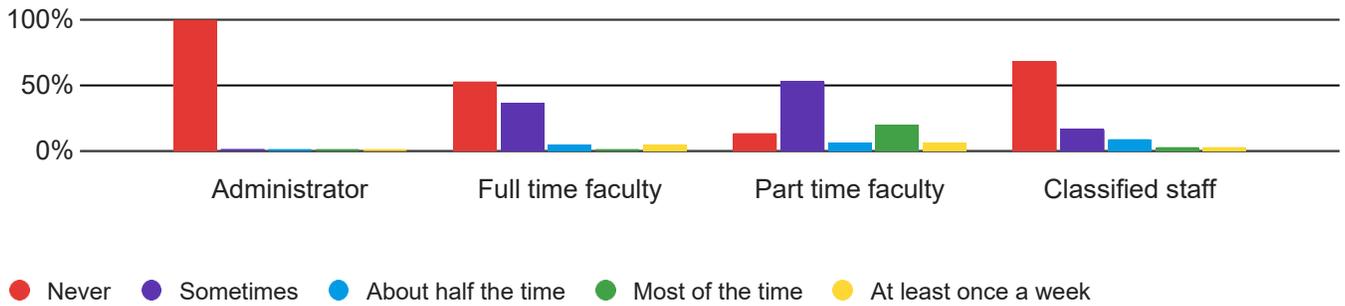
## Q10\_7 - Print books

70 Responses



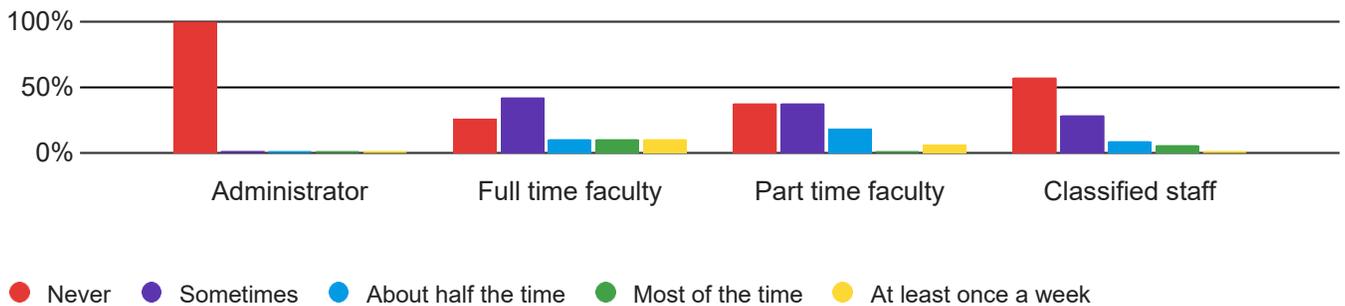
## Q10\_8 - eBooks

70 Responses



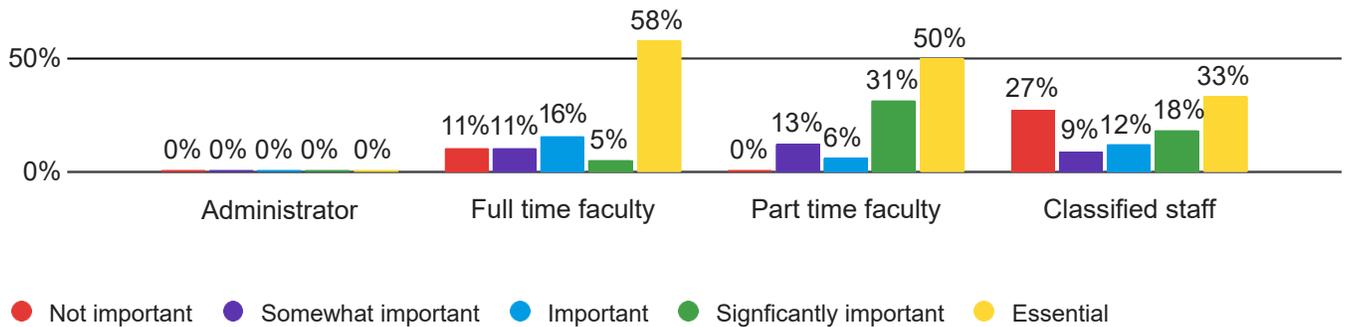
## Q10\_9 - Media (DVD, CD)

71 Responses



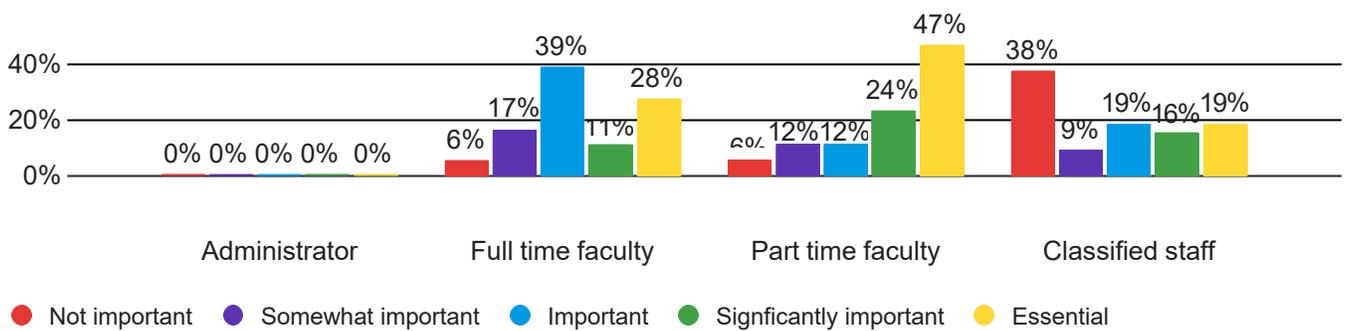
## Q11\_1 - Reference librarians

68 Responses



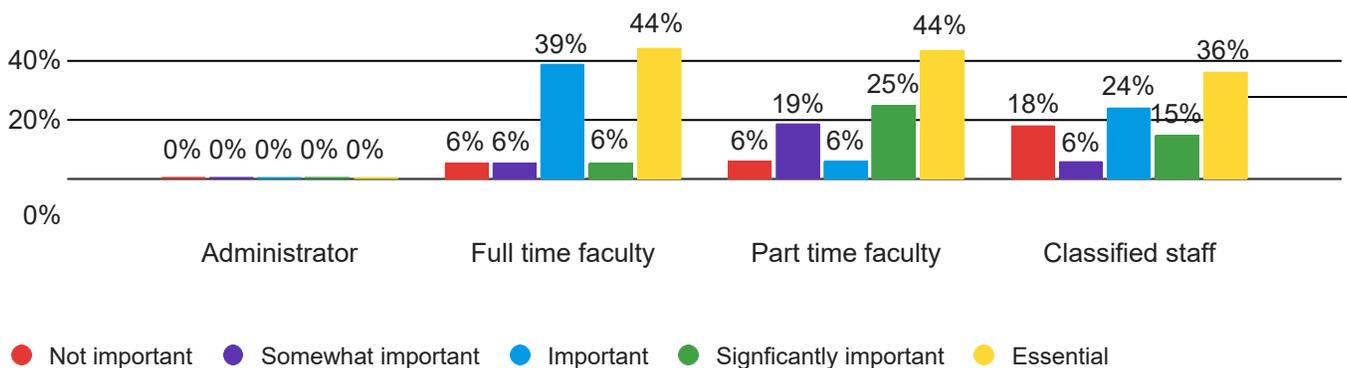
## Q11\_2 - Library orientations

67 Responses



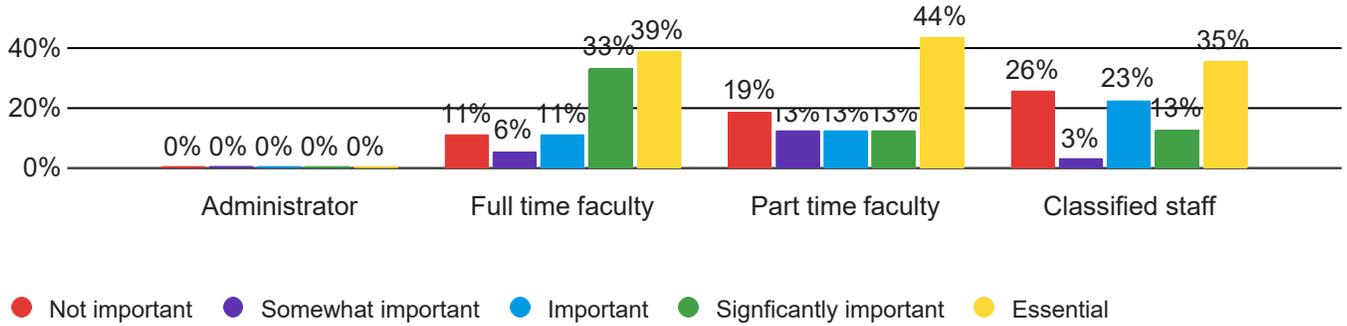
## Q11\_3 - Checkout desk

67 Responses



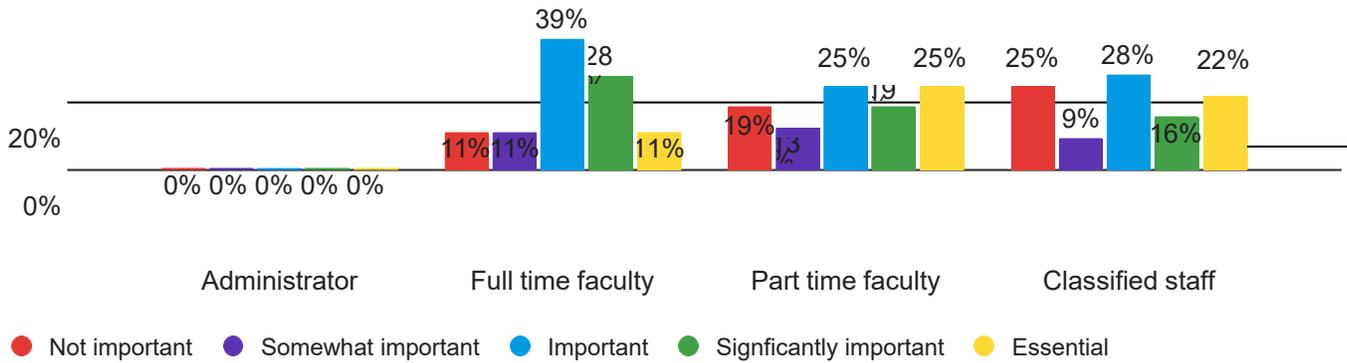
### Q11\_4 - Reserve textbooks/DVDs/materials

65 Responses



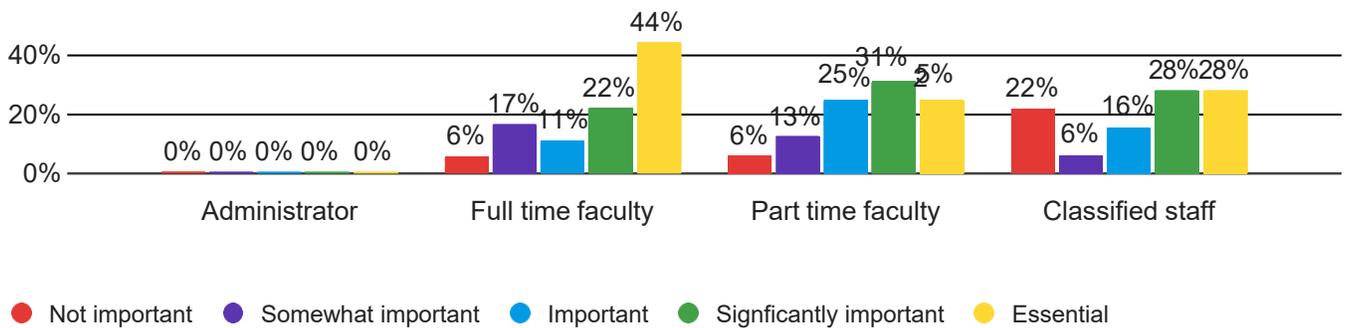
### Q11\_5 - Print periodical collection

66 Responses



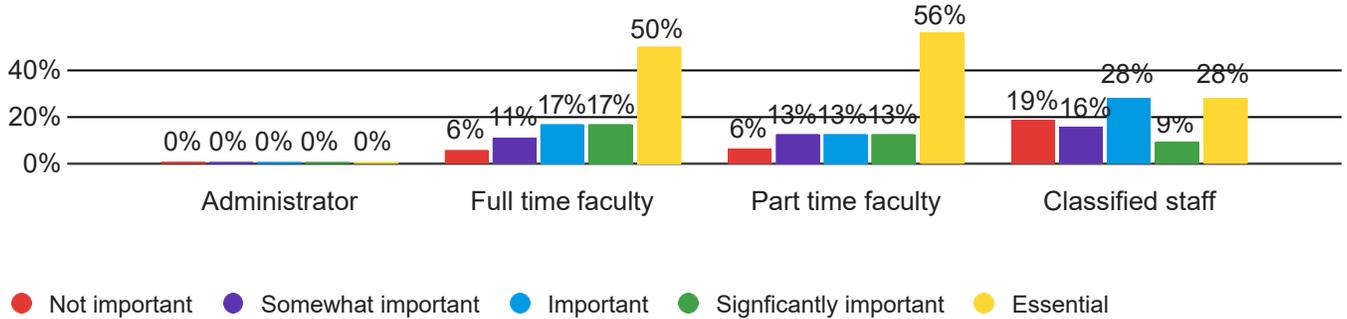
### Q11\_6 - Print book collections

66 Responses



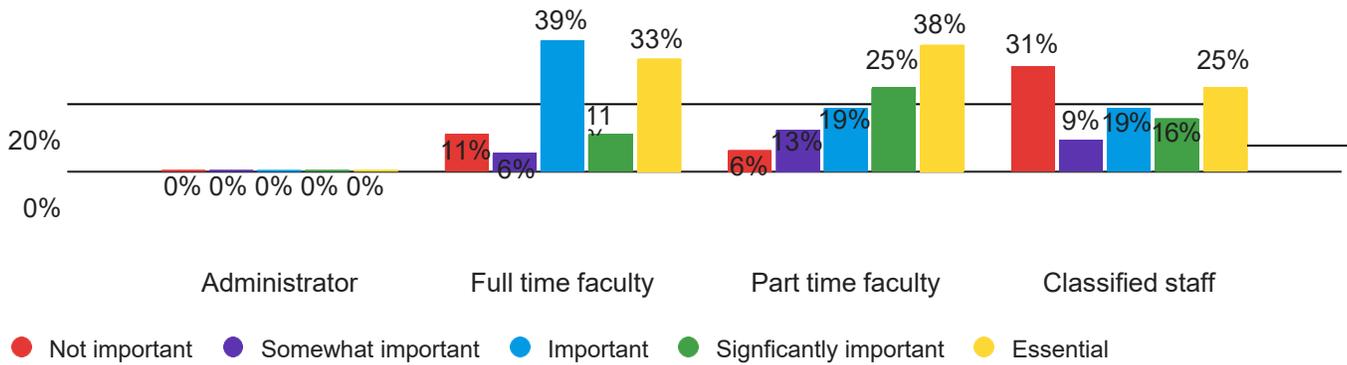
## Q11\_7 - Online periodical databases

66 Responses



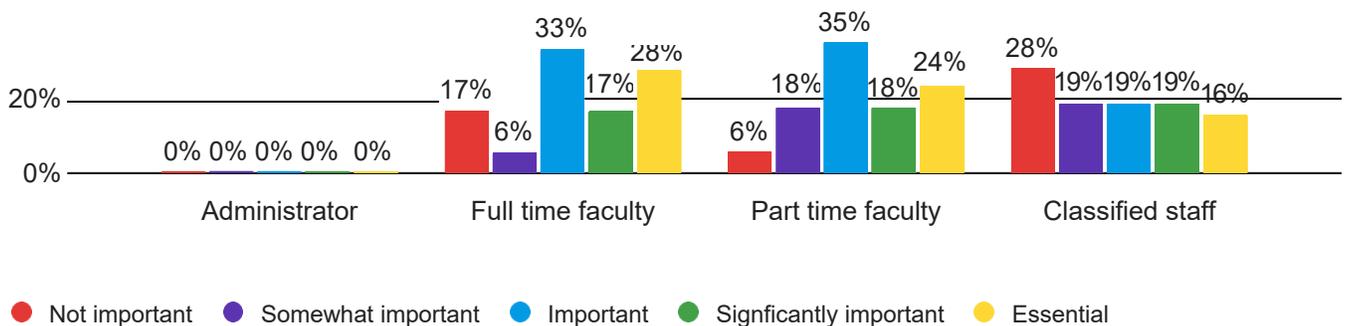
## Q11\_8 - eBooks

66 Responses



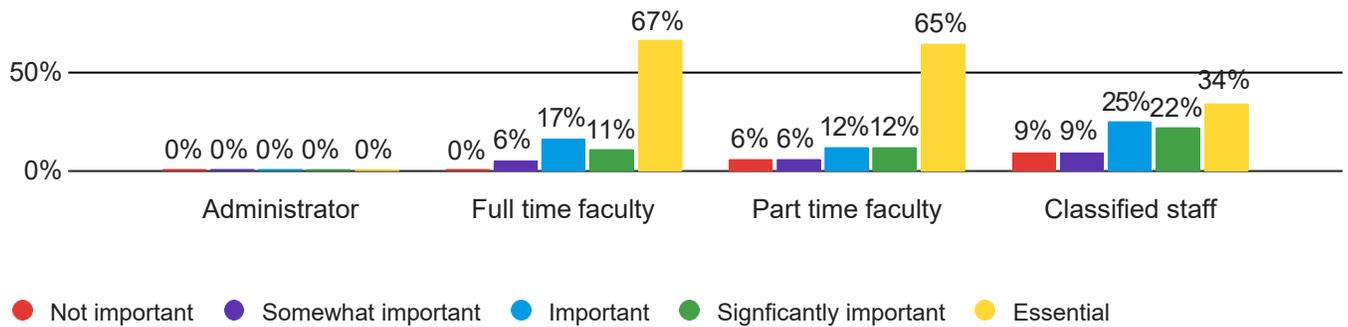
## Q11\_9 - AV material (video, music, spoken word, audiobooks)

67 Responses



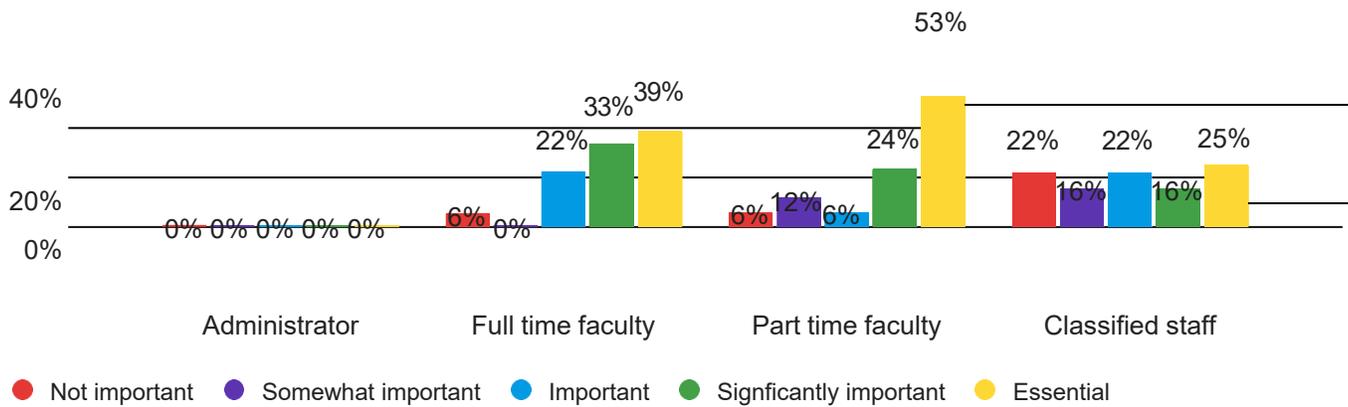
## Q11\_10 - Library website

67 Responses



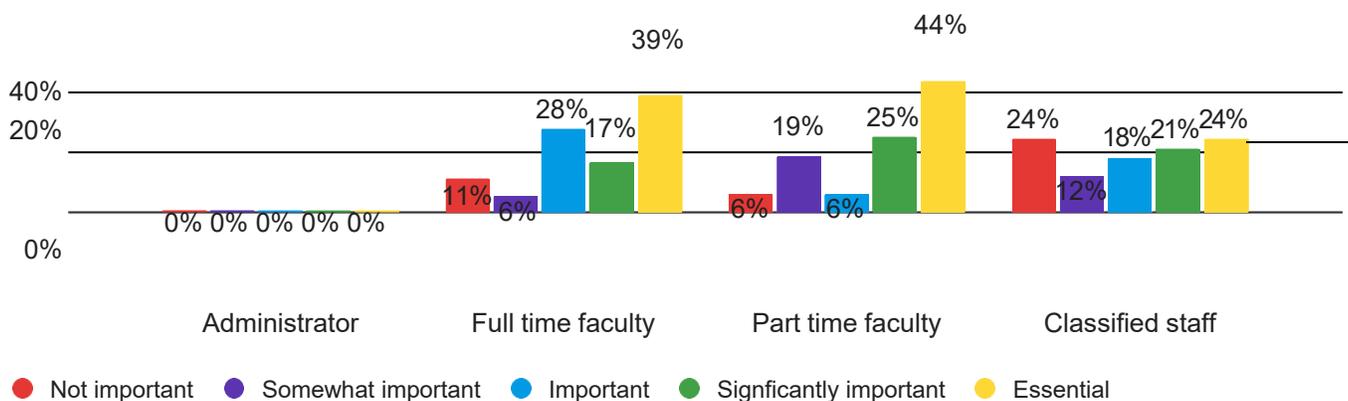
## Q11\_11 - Library catalog for books and media

67 Responses



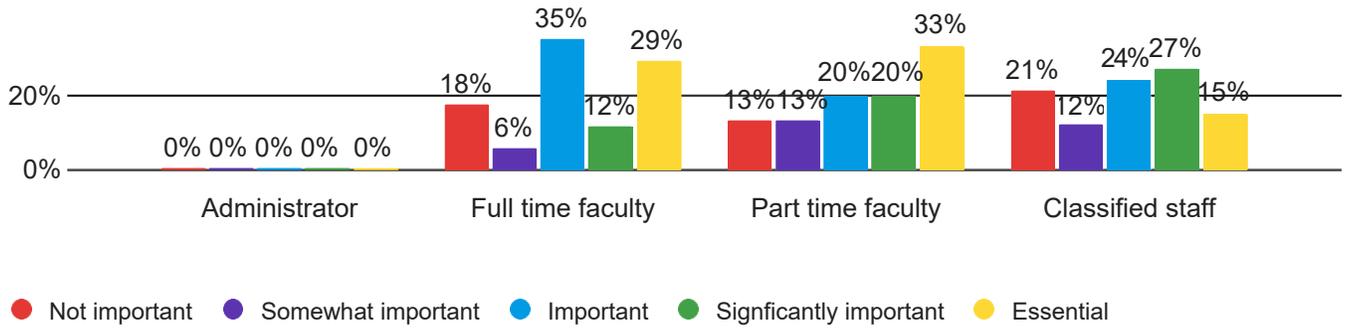
## Q11\_12 - Online research guides (LibGuides)

67 Responses



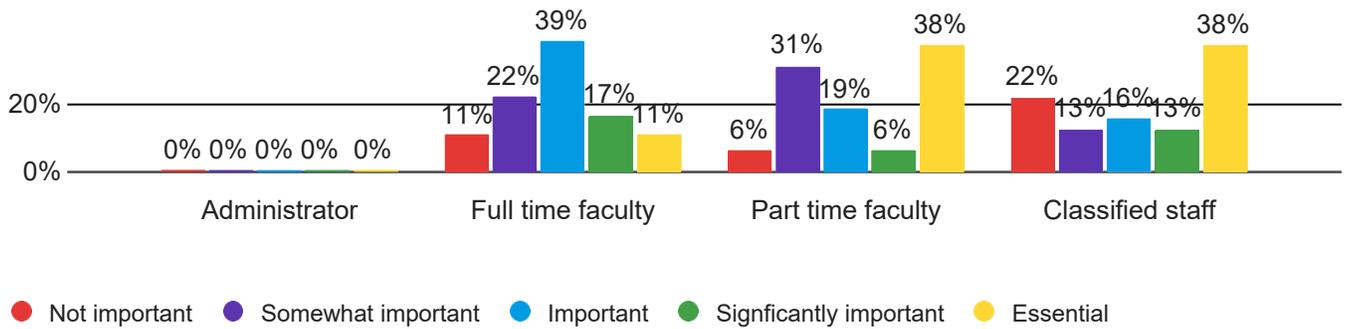
## Q11\_13 - eReference

65 Responses



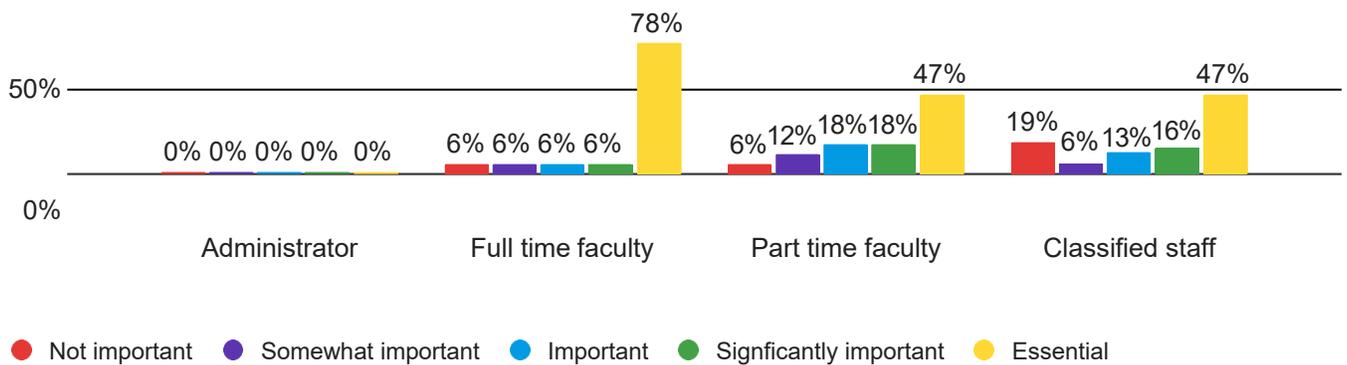
## Q11\_14 - Interlibrary loan

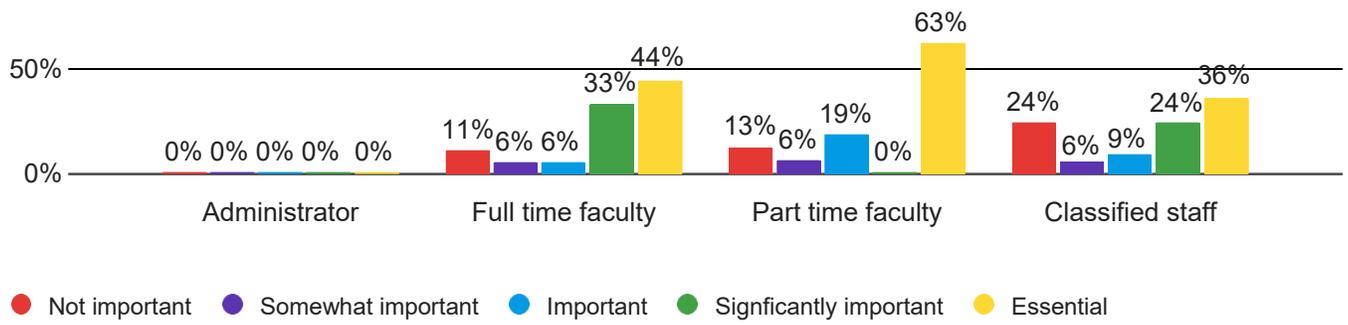
66 Responses



## Q11\_15 - Wireless internet access

67 Responses





## Program Review: Student Focus Groups

Two focus groups met to learn about student perceptions of the AHC Library, what students most like about the library, and what improvements students want to see. One focus group took place at the Santa Maria campus and one focus group took place at the Lompoc Valley Center, in an effort to best understand different campus needs.

### Santa Maria Focus Group:

Twenty-three students from the Leadership 111/112 class taught by Benjamin Britten participated in the Santa Maria campus Library Focus Group on November 18, 2019 from 11:45am-12:10pm in Room G-106A. The facilitator was Benjamin Britten, class instructor and faculty counselor. Kathy Headtke (faculty librarian) transcribed the session recordings and interviewed Britten to clarify details. The questions are presented below. Responses are presented in bold.

1. How many students use the library in person? **All 23 students present were library users. 23 in person, 19 online, 8 both online and in person**
2. How do you use the library?
  - a. **Reserve textbooks (9 agree)**
  - b. **Online catalog to look for a book (9 agree)**
  - c. **Chat (5)**
  - d. **Check out books (4)**
  - e. **Check out laptop (1)**
  - f. **\*\*Instructor comment: students unaware the library has hotspots**
3. What do you like about the library?
  - a. **The staff is friendly (23 agree)**
  - b. **It's organized (16 agree)**
  - c. **It's quiet (12 agree)**
  - d. **Easy to use – accessible (11 agree)**
  - e. **Printing (10)**
  - f. **Anatomy models (2)**
  - g. **Lots of restrooms**
  - h. **Study rooms**
  - i. **Trash cans**
  - j. **Read magazines**
  - k. **Computers**
  - l. **Librarians [who are] good at research**
4. What would you change about the library?
  - a. **We don't know about all the stuff there**
    - i. Any improvements?
      1. **Posters telling students all the things that are available**
      2. **Advertise better [through campaigns and slogans like] "See what the library has for you!"**
5. I do not like the library because:

- a. **It is boring**
  - b. **No wifi in conference rooms**
    - i. Is there anything that would make it more likely that you'd use the library?
      - 1. **Newer chairs**
      - 2. **Starbucks in library**
      - 3. **Open earlier, like 7:30am**
      - 4. **Charging stations**
6. What do you think about the library website's online resources?
- a. **No response**
7. What do you think about the physical library?
- a. **The arrangement is spacious, not crowded (16 agree)**
  - b. **Like conference rooms (16 agree)**
  - c. **Chairs uncomfortable (15 agree)**
8. Looking to the future in the next six years, what would like to see in the library?
- a. **Need space for recreation (not quiet [space])**
  - b. **Keep technology at pace with students**
  - c. **Keep software updated**
  - d. **More comfy seats (5)**

#### **Lompoc Valley Center Focus Group:**

#### **LVC Library Student Focus Group Results**

The focus group at the LVC campus was conducted on October 31, 2019 at 10:45-11:05 a.m. in LVC Room 2-101 with an English 101 class taught by Professor MaryAnn Weyandt. There were 21 students who participated in the focus group. The facilitator was Antonio Ramirez (faculty counselor). Two recordings of the session were made, one a voice recording and the other a speech-to-text document in Microsoft Word. Kathy Headtke transcribed the session, later interviewing Antonio Ramirez to clarify details that were unclear in the recordings.

- 1. How many students use the library in person? **20 in-person, 1 online, 1 both online and in-person**
- 2. How do you use the library?
  - a. **Reserve textbooks (15 agree)**
  - b. **Tutors (6 agree)**
- 3. What do you like about the library?
  - a. **It's organized (21 agree)**
  - b. **It's quiet (10 agree)**
  - c. **The staff is friendly (3 agree)**
  - d. **Easy to use – accessible (1 agrees)**
- 4. What would you like to change about the library?
  - a. **No suggestions**
- 5. Any improvements?
  - a. **They do an amazing job (21 agree)**

6. I do not like the library because:
  - a. **No responses**
7. What do you think about the library website at online resources?
  - a. **Use it for research (1 agrees)**
8. What do you think about the physical library?
  - a. **The arrangement is spacious, not crowded (21 agree)**
  - b. **Like private rooms (5 agree)**
  - c. **Like comfy chairs (1 agrees)**
  - d. **Like activities (21 agree)**
  - e. **Like puzzles (21 agree)**
  - f. **Like that there are more than one computer so there's always space (21 agree)**
9. Looking to the future in the next like six years what would like to see in the library?
  - a. **Better printing options, unspecific (1 agrees)**

# Program Review: Student Learning Assessment Data

(double click image to open)

<b>Comprehensive Program Review (CPR) Learning Outcomes Assessment Data</b>	
<p>This document contains the data from the last 6 years as reported to Institutional Effectiveness via eLumen. The packet contains charts and tables that indicate outcome performance by Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), and Institutional Learning Outcomes (ILO).</p> <p><u>Sample Question from the CPR:</u> What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review?</p> <p>Items to look for: 1. Courses with little to no completed assessments; 2. Table Data in red that indicates performance that was below the 70% benchmark; 3. Improvement plans that have suggestions for improvements; 4. Any patterns in data or missing data that is concerning or lauding</p>	Term1 Multiple values
<p>1. PLO Performance Chart: <b>Library Skills</b> This is a chart showing the PLO percent and the count of students that met standards by term.</p>	Term Multiple values
<p>2. PLO Performance Table: <b>Library Skills</b>- This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.</p>	Term Multiple values
<p>3. PLO Performance by Demographic: <b>Library Skills</b>- This chart shows the PLO performance reported by gender, ethnicity, first-gen, etc.</p>	1 & 2. Program Library Skills
<p>4. PLO Performance by Demographic Chart: <b>Library Skills</b>- This is the chart of the <u>percent of students that met the standard</u> of the given PLO.</p>	3 & 4. Department Library Skills
<p>5. Historical CLO Performance Chart : <b>Library Skills</b>- This is a chart showing the CLO percent met and the count of students that met standards by term.</p>	5, 6, & 7. Program Library Skills
<p>6. Historical CLO Performance Table: <b>Library Skills</b>- This is a chart of the table above.</p>	
<p>8. ILO Performance Table: <b>Library Skills</b>- This is the ILO performance of the program for the past 6 academic years.</p>	8 & 9. Program Library Skills
<p>9. ILO Performance Chart: <b>Library Skills</b>- This is the ILO performance of the program for the past 6 academic years in a table that includes the number of courses that are connected to each ILO.</p>	
<p>10. Historical Associations- CLOs and ILOs/PLOs: <b>LBRY</b>- These are the CLO and ILO associations. <i>Note: Old: Associations from eLumen, Current: ILO Associations, and NEW: Associations made with PLO cycles post 2020.</i></p>	10 & 11. Program LBRY
<p>11. Historical Associations ILO/PLO: <b>LBRY</b>- These are the Course and ILO associations. <i>Note: Old: Associations from eLumen, Current: ILO Associations, and NEW: Associations made with PLO cycles post 2020.</i></p>	12. Program LBRY
<p>12. Course Improvement Plans: <b>LBRY</b>- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.</p>	13. Department Library Skills
<p>13. Program Learning Outcomes (PLO): <b>Library Skills</b>- List of PLOs for the selected program.</p>	
<p>14. Course Learning Outcomes: <b>Library Skills</b>- List of CLOs for the selected program.</p>	14. Program Library Skills

**Program Review: Articulation Status of Courses & Course Review Verification Sheet**

**LIBRY 170 Library Research Methods (2)**

01/30/21

**CATALOG DESCRIPTION**

Presents effective methods for library research to locate, critically evaluate and ethically use information from a variety of print, non-print and online resources. Students will learn research skills and strategies for college terms papers and life-long learning while exploring the changing world of information.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	Unit Challenge	LIB 1500, Information Literacy (3.00)
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay	Need To Request	LIBY 1210, Introduction to Information Literacy (2.0)
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles	LIBR 1500	Introduction to Information Literacy Skills (1.0)
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		

	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	Yes	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	CAN		
	CSU GE		
	IGETC		

# Allan Hancock College Course Outline

---

**Discipline Placement:** Library Science (Masters Required)

**Department:** Library

**Prefix and Number:** LBRY 170

**Catalog Course Title:** Research Methods

**Banner Course Title:** Research Methods

---

## Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

---

## Number of Times Course may be Repeated

None

## Grading Method

Letter Grade or Pass/No Pass

---

## Requisites

None

---

## Entrance Skills

None

---

## Catalog Description

Presents effective methods for research to locate, critically evaluate, and ethically use information from a variety of print, non-print and online resources. Students will learn research skills and strategies for college term papers and life-long learning while exploring the changing world of information.

---

## Course Content

### Lecture

1. Introduction to Information Literacy
2. Introduction to Research Strategies
3. Choosing and Clarifying Your Topic

4. Selecting Your Resources
  5. Finding Books and More
  6. Locating Magazine, Journal, and Newspaper Articles
  7. Researching on the Internet
  8. Evaluating Sources and Information
  9. Using the Results of Your Research Ethically and Legally
- 

## Course Objectives

### At the end of the course, the student will be able to:

1. formulate and state a research question, problem, or issue in a manner that others in the discipline can readily understand.
  2. compare and contrast information resources to select those that meet a particular information need.
  3. use information technology tools and a variety of delivery mechanisms to locate and retrieve information relevant to their research question, problem, or issue.
  4. evaluate the accuracy and bias of information in the context of an information need.
  5. prepare research pathfinders or annotated bibliographies that integrate a variety of timely and appropriate sources.
  6. analyze the ethical and legal issues surrounding using information.
- 

## Methods of Instruction

### Methods of Instruction Description:

Lectures and demonstrations on information literacy and course content. Discussion of information issues and research strategies. Instructor guided in-class exercises and activities that revolve around developing information skills. Individual and group work. Independent projects such as annotated bibliographies and capstone research pathfinder with student presentations.

---

## Assignments

### Outside Assignments

Complete textbook readings, study or review assigned pages, and complete related activities. Sample: After you have selected a research topic and found some basic information from a reference source, present three or four possible research questions related to the topic, in question form, which might be suitable for an essay. These questions should not be easy to answer, nor should they be intended to describe what is already known.

Find periodical articles on class discussion topics, summarize their content, and integrate your knowledge into the class discussion.

Read the AHC academic honesty policy. Sample: Why is academic integrity important in college? In the work place? Be specific in your examples.

---

## Methods of Evaluation

### Exams/Tests

### Quizzes

### Research Projects Oral

### Presentation Group

### Projects Class Participation

### Class Work

### Home Work Other

- 1. Students must successfully complete all weekly written assignments.
- 2. Classroom/online participation focusing on discussion questions.
- 3. Final project which is an annotated bibliography, research pathfinder. or a research paper for a topic

agreed upon by the instructor and student. A variety of sources must be included and cited using MLA or APA style.

4. Presentation of final project to the class.

Sample written assignment:

- Who is the originator of the saying "It takes a village to raise a child?" Can you find authoritative evidence to demonstrate that this is the source? How certain are you that the websites you looked at gave you an accurate answer?
- Do an article search using two of the periodical databases available through the library webpage. Be sure the databases are relevant to your topic and indicate which databases you used. Use subject headings as well as keywords in your search and indicate the search terms you used. List 5 articles (in MLA or APA format) from each database that are relevant to your topic. Identify if the article is available in full text in the database. If it is not, how and where will you access the full text of the article?

Sample discussion questions:

- Often when students do research they are looking for "information." But college students should be gaining "knowledge." What's the difference? How are they related? Can you go from one to the other and if so, how?
  - What are the steps in the research process? Which steps are most difficult for you to complete? Why?
- 

## **Texts and Other Instructional Materials**

### **Adopted Textbook**

1. Bernarrd, Deborah; et al. *The Information Literacy User's Guide* 2014

### **Supplemental Texts**

1. Journal and newspaper articles on class topics such as "information glut" or "information smog", plagiarism, copyright, etc.

### **Instructional Materials**

None

---

## **Student Learning Outcomes**

1. LBRY170 SLO1 - Define an information need by formulating and stating a research question, problem, or issue in a manner that others in the discipline can readily understand.
  2. LBRY170 SLO2 - Assess information resources and selects those that most efficiently and effectively meet their particular information need.
  3. LBRY170 SLO3 - Use information technology tools and a variety of delivery mechanisms to locate and retrieve information relevant to his/her research question, problem or issue.
  4. LBRY170 SLO4 - Evaluate the accuracy and bias of information in the context of an information need.
  5. LBRY170 SLO5 - Demonstrate an understanding of the ethical and legal issues surrounding using information and information technology.
  6. LBRY170 SLO6 - Produce a product that integrates a variety of timely and appropriate sources.
- 

## **Distance Learning**

### **Delivery Methods**

- Internet

**Instructor Initiated Contact Hours Per Week: 2.000**

### **Contact Types**

1. Email Communication (group and/or individual communications)
2. Chat room

3. Discussion Board
4. Telephone Contacts

5. Social Networking pages (i.e. Ning, Facebook, VoiceThread)
6. Orientation Sessions

### **Adjustments to Assignments**

Very little change needs to be made to the type of assignments and the assignments have already been "tested" in the distance education mode. Therefore many adjustments have already been made. Exercises are on our current LMS course pages and text is offered through the bookstore.

### **Adjustments to Evaluation Tools**

Exercises and final examination will be submitted by students through our current LMS or in person. Evaluation tools are adjusted to reflect changing content but otherwise are the same as they would be in the classroom-only the delivery has changed.

### **Strategies to Make Course Accessible to Disabled Students**

1. Include textual metadata where appropriate to facilitate screen reading software
2. No scans or image based text will be included in course materials (non-searchable pdfs, word art, etc.)
3. Ensure that text and background has sufficient contrast to aid students in reading.
4. If video is added, close caption the video or provide file of the transcript.
5. Course syllabi will include the college's suggested Disability Statement as well as current contact information for the Learning Assistance Program.
6. Extended time on quizzes or exams with such a component.

### **Inform Students**

Through the announcements page for the course in our current LMS.

### **Additional Comments**

N/A

---

Generated on: 3/31/2020 11:55:31 AM

**EXECUTIVE SUMMARY**  
**(Validation Team**  
**Report)**

1. MAJOR FINDINGS

Strengths of the program/discipline:

Welcoming Environment  
Student-centered  
Strong Course Reserve (textbook lending) program  
Faculty involved in teaching and offering workshops  
Impressive webpage and use of technology  
Now part of an academic department  
Impressive embedded librarian program  
Leverages resources and funding sources  
Works well with other departments and services and our community  
Important space on campus for study quiet environment for our student body

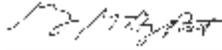
Concerns regarding the program/discipline:

Consistency and deanship  
Understaffed: FT librarians and library technicians  
Space Issues: Classroom, study Areas, furniture  
Support for remote library

2. RECOMMENDATIONS

Flesh out rationale for resource requests  
Extrapolate on need for additional staff  
Focus on aligning projects to goals as outlined in program reviews  
Alter our draft format to remove program review template and planning document

VALIDATION TEAM SIGNATURE PAGE



Mary Patrick (Dean, Academic Affairs)



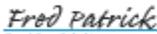
[CL Reed \(Dec 29, 2020 11:18 PST\)](#)

Christine Reed (Professor)



[Alejandro Omidasalar \(Dec 29, 2020 13:13 PST\)](#)

Alejandro Omidasalar (Professor)



[Fred Patrick \(Jan 18, 2021 20:17 PST\)](#)

Fred Patrick (Professor)

\_\_\_\_\_

\_\_\_\_\_

**PLAN OF ACTION – Post-Validation**

Review and Approval

Plan Prepared By

*Trevor Fox Passage*

Date: \_\_\_\_\_

*K.C.*

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewed:

Department Chair\*

*Susie Kopecky*

Susie Kopecky (Aug 17, 2021 17:51 PDT)

Date: \_\_\_\_\_

\*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

*Justin P.*

Date: \_\_\_\_\_

Vice President, Academic Affairs

*Robert Curry*

Robert Curry (Aug 18, 2021 08:41 PDT)

Date: \_\_\_\_\_