

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name:** Library **Academic Year:** June 2025 – May 2026

**1. Has your program mission or primary function changed in the last year?**

No. The library continues to work toward helping students navigate the library, define their research questions, locate and evaluate high quality sources, and use the information they find ethically. In addition, the library has expanded its efforts to reach and connect with students, and provide access to required course materials.

**2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)**

No, the library has not added new or additional coursework, degrees, certificates, or articulation agreements.

**3. Is your two-year program map in place and were there any challenges maintaining the planned schedule? N/A**

**4. Were there any staffing changes? Yes.**

At the Santa Maria campus in Spring 2026, full-time Library Technician Lauren Ortega (formerly on maternity leave) and part-time Library Technician Claudia Morales, resigned their positions. To ensure that students were not directly impacted by these staffing changes, the Santa Maria campus hired a part time substitute Library Technician Rhanna Lincoln and a weekend Library Technician Alex Fulton to provide continuity of service. Rhanna's position will expire at the end of the Spring 2026 semester and the library plans to bring Lauren Ortega back as a substitute hire.

At the Lompoc Valley Campus, the library welcomed full-time tenure track librarian Karina Lara to the LVC campus in Fall, 2025. Two new part-time librarians have also been added to library staff at LVC: Teena Hansen and Jennifer Downey.

**5. What were your program successes in your area of focus last year?**

**Library Orientations:** The library collaborates with faculty to reach students directly in their classes by providing library orientations. During the Fall 2025 semester, the Santa Maria campus library conducted 77 orientations and reached 2193 students. Most orientations (29) were provided to English classes. In Fall 2019, the library met 1847

students while providing 75 orientations; which means that we have surpassed pre-pandemic orientation numbers. At the LVC campus, the library provided 25 orientations and served 388 students. (Appendix A)

**Embedded Librarians (English):** Not only do we welcome students to the library and orient them with the space and resources; we also provide direct research assistance through our embedded librarian service. Although this service has not been formalized (something we plan to work on in the coming years), we have gathered some information about the classes, modality, and hours (see embedded librarian interest survey in Appendix B). On average, the embedded librarian met with each class about four times, covered a wide variety of source tailored to the course assignment, and provided this service in-person on campus, in-person at the local high schools sponsoring dual enrollment, and virtually. English C1000 was the course that requested an embedded librarian the most.

## **Learning Outcomes Assessment**

**Please summarize key results from this year's assessment.**

During the fall 2025 semester, the library conducted an exit survey of students attending library orientations. The primary goal of the survey was to assess how well students navigate the library to find a variety of resources to answer information needs. 72% of the students met or exceeded the survey goal.

Questions pertaining to library usage, which were included in the Spring 2024 Student Survey were not used in subsequent years. The exclusion of these questions is a detriment to the library and hinders our ability to better understand students' usage and needs. We plan to request an academic support specific survey (which will include questions about the Library, ARC, Tutorial Center, and Math Center) to recapture this data.

**a. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.**

The primary takeaway is that the library must continue to develop and implement different assessment tools to better understand student needs and behavior. Outside of the credit LBRY course, we plan to implement exit surveys post-orientation and create programs focused on collecting data. We continue to search for, and pilot, engaging and reciprocal ways to gather feedback from students while also learning their unique user needs.

**b. Please summarize recommendations and/or accolades that were made within the program/department. Accolades:**

In recognition of our new and innovative efforts to reach students (like embedding in the Rising Scholars office), EOPS awarded the library with the 2025 – 2026 Department of the Year award. This is the first time that the library has received this award. Dean Mary Patrick and Librarian Sharaya Olmeda attended the EOPS End of the Year Banquet and were very proud to accept the award.

**Books for Bulldogs & Controlled Digital Lending**

Books for Bulldogs (B4B) continues to be very popular with students. From Summer 2025 through Spring 2026 we loaned a total of 1305 textbooks, many of which were checked out within the first two weeks of each semester. The most popular titles included Introduction to Business, Introduction to Chemistry and Microsoft Word (see appendix C). During the 2025 – 2026 academic year we added 119 titles to the B4B collection using a combination of funds from SEAP and CTE. Continued financial support, adequate staffing, and additional space, would allow us to expand this program at the Santa Maria campus.

Our controlled digital textbook collection (CDL) continues to show very high rates of use. During the 2025 academic year, students accessed online textbooks 6,985 times (see Appendix D). The most popular subjects included Calculus, Early Childhood Education, and Statistics. We would like to increase our holdings in CDL particularly for the top subject areas when more space has been identified to house this collection.

**Expansion of Kids' Corner (Santa Maria Campus)**

Kids' Corner, the free children's program to support student parents, has grown from being provided once a month, then to once a week and is now offered three days each week. The significant expansion of this program is largely due to the use of student workers who are cross trained in both Kids' Corner and regular library duties, and the popularity of the program. In the Fall 2025 semester, the Kids' Corner provided free child-minding for 49 children while their parents were able to use the library uninterrupted.

**Snacks**

During the Spring 2025 semester, the library partnered with the Basic Needs Center to provide snacks and a snack shelf for students. This pilot was so well received by students that the library secured \$10,000 in Basic Needs funds to purchase snacks for the rest of the academic year. During the Fall 2025 semester, the library provided an

incredible 2398 snacks to students (See Appendix E). We also relaxed the library's "No Food" in the library policy to ensure that students felt comfortable taking and eating the snacks we provide.

### **Creating a More Welcoming Library Space**

The library continues to explore creative ways to make the space welcoming and comfortable for everyone. For students on the spectrum who need self-stimulatory (also known as stimming) tools or enjoy de-stress toys, the library provides containers full of objects that meet a variety of different needs and preferences. These toys, which stay in the library, are available in all areas of the library and are widely used by students. In addition to stim toys, we've also started providing free disposable ear plugs for students. Although this is a short-term solution for the need for more quiet study space in the library, students continue to take and use the ear plugs daily. The library coordinator secured \$11,000 through an augmentation from the Budget Council to purchase 22 new chairs and reupholster 10 more. Four new chairs were given to the LVC campus library.

### **Zine Collection & Zine Workshops**

The 2025 – 2026 school year saw the library conduct 17 zine workshops both in front of the library and in collaboration with faculty in English, Dance, LGBTQ Studies, and the Pride Center. The expansion of zine activities speaks to the adoption of non-traditional, equitable practice in the classroom, and to student engagement outside of the classroom. AHC now boasts the largest zine collection among all California Community Colleges. The library continues to add zines created by students and to purchase zines that represent a diversity of perspectives.

## **Recommendations**

### **Library of Things**

The library is actively considering ways to provide first day access for the supplemental materials that coursework requires by developing a Library of Things. This new collection would loan materials such as lab goggles, culinary jackets, sewing machines, and more, and would help alleviate students' financial burden.

### **Expanded Books for Bulldogs**

The Books for Bulldogs program is incredibly popular at the Santa Maria campus; however, students at LVC rely on the courier service to gain access to this collection. The LVC library would like to pilot a Books for Bulldogs program specifically for the LVC

with a collection focused on coursework taught at that campus. Expansion of this program at LVC requires not only materials for students, but additional staff to manage this new, essential collection.

### **Non-Credit Library Course**

We would like to pilot a way to capture library usage in a way that is similar to the ARC. The implementation of a noncredit course may help bolster the data that we are currently collecting and demonstrate a need that we are yet unaware of. This data could also inform how we schedule librarians and library staff and extend library hours.

### **Data Collection**

The library plans to collaborate with the Institutional Effectiveness, the ARC, Tutorial Center, and the Math Center to develop an academic services survey. Since questions about the library were removed from the Student Services survey, we believe it will be incredibly helpful to collect student feedback that is specifically about the library in our own survey. Responses to this survey will directly inform our future priorities.

**Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. N/A**

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

**Which courses were reviewed for regular and substantive interactions (RSI)?**

LBRY 170: Research Methods & LBRY 180: Advanced Research Methods

**What are some key findings regarding RSI?**

**Strengths:** Instructors provide regular and substantive interaction in a variety of ways including weekly videos, welcome messages, office hours, timely feedback tied to student learning activities, and regular announcements. The use of equitable grading practices including flexibility with final assignments, revisions and resubmission, acceptance of late work, and cumulative assignments instead of heavily weighted finals are applied in LBRY coursework.

**Areas of possible improvement:** After reflecting on ways to improve asynchronous instruction, one faculty wrote, "The need to more intentionally support students in academic integrity and appropriate AI use. I recognized early on that AI use was becoming an issue and addressed it

during the course; however, introducing this guidance earlier would better support students from the beginning. I also asked them to provide examples of how we could collaborate on AI use that is appropriate given what they hoped to learn from the course and the Student Learning Outcomes. Additionally, I see an opportunity to strengthen early-term engagement, particularly for students who are slow to begin participating, by offering an individualized 5-minute Zoom check in where I can introduce myself and get to know the student synchronously”.

**What is the plan for improvement?**

- Development of a weekly reflection journal modeled after a notetaking or field notes approach
- Continue personalized outreach, timely communication with students who may be struggling and offering one-on-one support through Zoom meetings
- Integrate AI guidance earlier and more intentionally: involving students in developing an AI agreement and providing clear, course-specific examples of appropriate and inappropriate use. Create a shared “AI use pact,” where students will engage with expectations, review examples, and reflect on how to use AI as a support tool rather than a replacement for their own work

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

<b>New Program Planning Initiative (Objective) – Yearly Planning Only</b>	
<b>Title (including number:</b>	<i>Lib Obj-1 Charging Stations</i>
<b>Planning years:</b>	<i>2026 - 2027</i>
<b>Description:</b>	
<p>Students have at least one device that will need to be charged during their time on campus. Many students spend hours in the library and often borrow chargers from the checkout desk, however, the library has a limited number of outlets for students to use. We need freestanding charging stations placed throughout the library so that students have a variety of ways to charge their devices while continuing to work in the library.</p> <p>Estimates for four stations and the necessary charging cables are approximately \$1600 total, and ordering can be done by the library. No installation is required.</p>	

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan      (X) Student Equity Plan      Guided Pathways      AB 705  
 Technology Plan      Facilities Plan      Strong Workforce      Equal Employment  
 Opp.

Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

<b>Title (including number):</b>	<i>Lib Obj-2 Expand Books for Bulldogs for LVC</i>
<b>Planning years:</b>	<i>2026-2028</i>

**Description:**

*Books for Bulldogs provides free physical access for up to three textbooks each semester. This important, well-used resource is not available on the first day of instruction at the Lompoc Valley Campus. To ensure equity and parity of services and resources, the library requests \$70k to develop a Books for Bulldogs collection for the LVC campus. A list of materials used by instructors teaching at the LVC campus will inform purchase decisions. Purchase and processing of materials will be done by LVC library staff.*

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan      (X) Student Equity Plan      Guided Pathways      AB 705/1705  
 Technology Plan      Facilities Plan      (X) Strong Workforce      Equal  
 Employment Opp.

Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

<b>Title (including number):</b>	<i>Lib Obj-3 Library Reconfiguration</i>
<b>Planning years:</b>	<i>2026 - 2028</i>

**Description:**

*Major structural improvements to the library space continue to fall on the list of prioritized projects on campus; therefore, we've developed a plan for a strategic reconfiguration of the current library space. This reconfiguration will maximize the types of spaces that students continue to request mainly quiet study and group study. Although this plan includes reusing much of our existing furniture and counters, we will need additional tables and shelving at an approximate cost of \$100k. The library can order the necessary equipment but will need the active participation of Facilities to implement the changes we envision.*

**What college plans are associated with this Objective? (Please select from the list below):**

**Ed Master Plan          Student Equity Plan          Guided Pathways          AB 705/1705**

**Technology Plan          (x) Facilities Plan          Strong Workforce          Equal  
Employment Opp.**

**Title V**

**New Program Planning Initiative (Objective) – Yearly Planning Only**

**Title (including number):** Lib Obj – 4 Furniture for LVC

**Planning years:** 2026 - 2027

**Description:**

*Efforts to create a more welcoming space at the LVC library were undertaken in spring 2026 and several improvements have already been made. The LVC library would like to provide more comfortable seating for students and requests two new chairs and a coffee table to make the library more inviting and encourage students' prolonged use. The library can order the furniture (which is approximately \$3500) and would require a one-time delivery to the LVC campus.*

**What college plans are associated with this Objective? (Please select from the list below):**

**Ed Master Plan          Student Equity Plan          Guided Pathways          AB 705/1705**

**Technology Plan          (X) Facilities Plan          Strong Workforce          Equal  
Employment Opp.**

Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Lib Obj – 5 Library of Things
<b>Planning years:</b>	2027 - 2028
<b>Description:</b>	
<p><i>To align with the Chancellors Office First Day Access initiative and the revised Title 5, the library seeks to develop a library of things. This collection of required supplemental materials will offset the additional costs that students (particularly those in CTE courses) currently bear, and will ensure students can access the materials they need on the first day of class. The library plans to develop a list of required supplemental materials in partnership with instructors and to make these items available for semester-long loans. The cost of this initiative will include the purchase of faculty-recommended supplies, storage, and possibly overtime for staff to inventory the new materials (approximately \$20k). The library will be responsible for purchasing and receiving the materials.</i></p>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
Ed Master Plan	(X) Student Equity Plan
Technology Plan	Facilities Plan
Employment Opp.	(X) Strong Workforce
	Guided Pathways
	AB 705/1705
	Equal

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Lib Obj – 6 Expand Books for Bulldogs at the Santa Maria Campus
<b>Planning years:</b>	2026 - 2028

**Description:**

*Books for Bulldogs provides free physical access for up to three textbooks each semester. This service is heavily used at the Santa Maria campus and, with \$20K, the library could expand the program and help more students afford the necessary materials to be successful. Ordering, receiving, and processing will be done by the library and requires no additional involvement from outside departments.*

**What college plans are associated with this Objective? (Please select from the list below):**

**Ed Master Plan      (x) Student Equity Plan      Guided Pathways      AB 705/1705**  
**Technology Plan      Facilities Plan      (x) Strong Workforce      Equal**  
**Employment Opp.**

Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

**Title (including number):** Lib Obj – 7 Library Remodel

**Planning years:** 2028 - 2030

**Description:**

*The library regularly exceeds the capacity of the single library classroom and needs more space to teach research workshops and host library orientations. We would also like to provide additional study rooms since our two spaces are regularly booked. Expansion and development of these spaces will require structural changes to the building and must be done in partnership with facilities and with strong financial backing of approximately \$1,00,000.*

**What college plans are associated with this Objective? (Please select from the list below):**

**(X) Ed Master Plan      (X) Student Equity Plan      Guided Pathways      AB 705/1705**  
**Technology Plan      (X) Facilities Plan      (X) Strong Workforce      Equal Employment**  
**Opp.**

Title V

**New Program Planning Initiative (Objective) – Core Topic Only**

<b>Title (including number):</b>	Lib Obj – 8 Two Full Time Library Technicians: SM and LVC
<b>Planning years:</b>	2026 - 2027
<b>Description:</b>	
<p><i>The expansion of our very popular technology loans and much used Books for Bulldogs collection at both the Santa Maria and Lompoc campus' will require one additional full time library technician at each location. This additional staff will help distribute the workload of adding a new collection at each location, and will give the Santa Maria library the opportunity to launch a Library of Things. Estimated cost per each full-time 12 month employee is approximately \$80K.</i></p>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
Ed Master Plan	<input checked="" type="checkbox"/> Student Equity Plan
Technology Plan	<input type="checkbox"/> Facilities Plan
<input type="checkbox"/> Title V	<input type="checkbox"/> Strong Workforce
	<input type="checkbox"/> AB 705
	<input type="checkbox"/> Equal Employment Opp.

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Lib Obj – 9 Increase to minimum wage for all library student workers
<b>Planning years:</b>	2026 - 2027
<b>Description:</b>	
<p><i>The ability for student workers to earn a living wage is of utmost importance therefore; the library requests that the student workers wage be increased to meet the California state minimum wage. We estimate that this will cost an additional \$575.</i></p>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
Ed Master Plan	<input checked="" type="checkbox"/> Student Equity Plan
Technology Plan	<input type="checkbox"/> Facilities Plan
<input type="checkbox"/> Title V	<input type="checkbox"/> Strong Workforce
	<input type="checkbox"/> AB 705
	<input checked="" type="checkbox"/> Equal Employment Opp.

**Area of Focus Discussion:**  
**ACADEMIC SERVICES AND SUPPORT**

**1. What data were analyzed and what were the main conclusions?**

The library collected and assessed data from a variety of sources. Institutional Effectiveness and sign-in kiosks provide information about student demographics, academic progress, and library usage. Additional information including loan history, frequency of requests, and popularity of materials were tracked internally via our library management system. The library also conducted a short internal survey that garnered 111 student responses. A few statistics continue to be maintained by hand, including the number of students in each library orientation and the number of snacks taken per day. We also examined the revised Facilities Master Plan to understand the libraries placement in the rank of prioritized projects.

Primary conclusions based on the data analyzed include the need for more space and expansion of our most popular free textbook lending programs.

**2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?**

Of the 20,454 students registered in the 25 - 26 school year, 14,221 identified as Hispanic and another 4,113 identified as Other which means that 90% of our student population are people of color (Appendix F). An understanding of our student population and the barriers they face directly informs how the library develops approaches to reduce student challenges and increase their success.

Research conducted by Pulliam and Gonzalez found "...college students, especially those who come from racial/ethnic minority backgrounds, exhibit lower levels of self-esteem, academic self-efficacy, greater anxiety, and fear of academic failure" (37). Part of the anxiety experience by both students of color and first-generation students is library anxiety; "Library anxiety is defined as ... an uncomfortable feeling or emotional disposition characterized by tension, fear, feelings of uncertainty and helplessness, negative and self-defeating thoughts and mental disorganization that appear only when students are in or contemplating a visit to the library" (McPherson 317). This anxiety can discourage students from utilizing the many different library resources that are created specifically to improve student success.

The research is clear; the library must make every effort to alleviate student anxiety surrounding visiting and using library resources.

### 3. What are your plans for change or *innovation*?

We understand that the majority of our student population is especially vulnerable to library anxiety and have developed innovative ways to dispel fear associated with using the library. Research recommends best practices for remediating the impact of library anxiety which include positive interactions with library staff, library orientations, and a welcoming clearly organized space (Firdaus Singh 429). Library innovations that reflect best practices to reduce library anxiety include strategic in-reach, off-campus orientations and services, planned improvements to the space and expanded resources.

#### Strategic In-reach

To directly connect with students who might feel like they don't belong in the library we initiated in-reach efforts to embed a librarian in different areas around campus. In Fall 2025, a partnership between the library and the Rising Scholars office was established in which a librarian was scheduled for four, one and half hour sessions at strategic times throughout the semester (primarily in the weeks around midterms and finals). During these sessions, the librarian established a rapport with Rising Scholars students, often answering questions both about the library and other resources on campus. This approach was well received and has been implemented during the spring 2026 semester, too. Looking forward, the library plans to continue its efforts to partner with student services groups on campus to provide embedded librarian services and expand its work to reduce library anxiety. A partnership with the Veterans Resource Center was implemented in Spring 2026 and additional connections with student groups are currently being explored.

During the first three days of the Fall 2025 semester, the library launched the Textbook Tent. This in-reach approach included a table in front of the library staffed by a librarian who connected students with free textbooks from the library. These three, four hour shifts yielded 177 conversations with students and 130 textbooks looked up and recommended. In Spring 2026, the Textbook Tent met with 118 students and looked up 189 textbooks.

#### Off Campus Orientations & Services

The library is proactively reaching students before they enter community college by embedding librarians in Dual Enrollment (CCAP) courses. During the 2025 academic year, the Library Coordinator established partnerships with English teachers at local high schools where Dual Enrollment classes were being offered. This partnership resulted in librarians going to local high schools to meet with students and helped familiarize them with library resources and staff. By making direct contact with students and building

relationships before they come to campus, the library dispels anxieties thereby empowering students new to campus to fully utilize library resources. This partnership has continued into the 2025 - 2026 academic year and is something that we plan to continue offering.

We know that incarcerated students face myriad barriers in pursuit of their education. Undeterred, the library has undertaken efforts to bring services directly to this student population. During the Spring 2026 semester, the LVC librarian provided in-person reference support, research assistance, and printed research materials for students at the Federal Prison in Lompoc. Not only does this service provide access to materials that students need to be successful, it also demonstrates to those who are incarcerated that the library is a place that is willing and prepared to help. Information seeking behaviors post-release that are built on trust established with an AHC librarian empowers students returning to society to continue using the library – an invaluable lifelong resource.

#### Expended Access to Required Materials

The library currently provides students with three different ways to access required textbooks for free: Books for Bulldogs (B4B), Course Reserves, and Controlled Digital Lending (CDL). During the Fall 2025 semester, the Santa Maria and LVC libraries loaned a combined 580 B4B, 545 Course Reserves, and 6985 CDL. In addition, the library loaned a combined 1567 laptops and hotspots. The huge popularity of these free resources reflects not only the library's ability to understand and meet student needs, but also the need for expansion.

At the Santa Maria campus, the ability to expand how many textbooks we can provide free of charge is constrained by space. The Books for Bulldogs collection is currently housed in a single room that also contains the Controlled Digital Lending collection – a space too small to allow for substantial expansion. A direct line can be drawn between student success and access to materials, yet the library continues to fall in the list of prioritized facilities projects. Building L was ranked number 16 on the five-year 2028 – 2032 construction plan (Appendix G) even though the Facilities Master Plan (Appendix H) gave the library the second highest score in the Major Renovation category. The library, in conjunction with Facilities, has developed a plan to reconfigure the existing space. This recommendation does not require any structural changes to the current library building and instead reenvision the space to provide more of the types of spaces students want. This reconfiguration makes use of much of the furniture and shelving the library already has and recommends a phased approach to making the necessary moves.

Students interested in using the B4B program at the LVC rely on textbooks shipped from the Santa Maria campus. The library would like to expand the B4B holdings, with a special focus on coursework taught at LVC. This expansion will provide a parity of

service and ensure that students at both campuses have first day access to the materials they need.

The [Empowering Day One Access Through OER](#) policy issued in 2025 by the California Chancellor's Office and codified in Title 5 spurred the library to consider what innovations we could develop to provide access to additional materials. The Chancellor's memo states, "... Because instructional materials also include supplemental items...districts can implement policies and practices that eliminate student costs through lending, targeted purchasing, or library acquisitions—so students still begin fully equipped" (California Community Colleges Memorandum). During the Spring 2026 semester, the library conducted a brief interest survey to determine what additional materials faculty require, and if those materials could be purchased and loaned through a newly created "Library of Things". Responses to the survey included sewing kits and sewing machines, line guides, and even loaned fire equipment. We plan to continue exploring what items students are required to buy and what funding sources are available to support their purchase for the "Library of Things".

The library continues to develop innovative ways to deconstruct barriers that limit student success. Our innovative approaches to eliminating library anxiety and expanding access to required materials demonstrate our commitment to students and their academic success.

4. How will you *measure* the results of your plans to determine if they are successful?

Our strategic in-reach approaches will be assessed using student surveys.


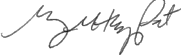

In Spring 2026, the library launched a survey for students in the Rising Scholars program to assess ways it could improve, and what students found helpful. Responses to this survey will inform if this partnership should continue, and how it can be tailored to better meet the needs of students. Any future partnerships developed between the library and targeted student groups will also be assessed for efficacy and student feedback. The library will make necessary adjustments to in-reach approaches based on the data gathered from these surveys.

Off-campus orientations and services will be measured through check-ins with faculty teaching the courses that host an orientation. Since faculty have regular contact with students in these cohorts, we believe it's important to learn about any changes or improvements post orientation or receipt of service via the instructors' established method of assessment. Recommendations to adjust our approaches based on faculty feedback will be taken into consideration.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

6. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
7. Are there specific recommendations regarding the core topic responses from the validation team?

Program Review Signature Page:

 <u>Sharaya Olmeda (May 27, 2026 09:16:02 PDT)</u> <hr style="border: none; border-top: 1px dashed black;"/> Program Review Lead	<p><b>May 27, 2026</b></p> <hr style="border: none; border-top: 1px dashed black;"/> Date
 <hr style="border: none; border-top: 1px dashed black;"/> Program Dean	<p><b>May 27, 2026</b></p> <hr style="border: none; border-top: 1px dashed black;"/> Date
 <hr style="border: none; border-top: 1px dashed black;"/> Vice President, Academic Affairs	<p><b>Jun 15, 2026</b></p> <hr style="border: none; border-top: 1px dashed black;"/> Date

## Citations

Firdaus, Md, and Dharam Vir Singh. "Exploring the Phenomenon of Library Anxiety in Higher Education Students: A Review." *DESIDOC Journal of Library & Information Technology* 44.6 (2024): 425-432.

McPherson, Marisa Alicia. "Library anxiety among university students: A survey." *IFLA journal* 41.4 (2015): 317-325.

Pulliam, Nicole, and Carolina E. Gonzalez. "Success or fraud? Exploring the impacts of the impostor phenomenon among high achieving racial/ethnic minority and first-generation college students." *Journal of Access, Retention, and Inclusion in Higher Education* 1.1 (2018): 4.

Todd, James, Parker-Parnell, LaTonya, Pilati, Michelle. "Empowering Day-One Access through OER (Title 5, § 54221)." 30 Sep. 2025. California Community College.

## Appendix

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## APPENDIX A: Library Orientations Conducted During the 2025 Semester: SM & LVC

Orientation Statistics: Santa Maria Campus July 2025—June 2026			
Dates /Semesters	Number of Classes (onsite)	Number of Classes (remote)	Number of Students
July 25 - Dec 25	72		2193
Jan 26 - June 26			
Annual totals			
Breakdown by disciplines:			
Discipline / Courses	# of Sections July-Dec	# of Sections Jan-Jun	
English	29		
ESL/ ELD	1		
Personal Development	8		
Psychology	6		
Fine Arts	1		
Early Childhood Studies	1		
Life / Physical Sci/ AG	2		
Health Sciences/Nursing	--		
Sociology/Anthropology	--		
Social Justice Studies	2		
Family & Consumer Science	--		
Ethnic Studies	3		
Speech	1		
Public Service (AJ)	--		
Tours: Grade Schools; Grizzly Academy; Bulldog Bound ; Puente; Rising Scholars;	11		
Zine Workshops (ENGL)	7		

Orientation Statistics: Lompoc Valley Center			
July 2025—June 2026			
Dates /Semesters	Number of Classes (onsite)	Number of Classes (remote)	Number of Students
July 25 – Dec 25	25	2	388
Jan 26 – June 26			
Annual totals			
Breakdown by disciplines:			
Discipline / Courses	# of Sections	# of Sections	
	July-Dec	Jan-Jun	
English	5		
ESL/ ELD	1		
Personal Development			
Psychology			
Fine Arts			
Early Childhood Studies	1		
Life / Physical Sci/ AG			
Health Sciences/Nursing	1		
Sociology/Anthropology	1		
Social Justice Studies			
Family & Consumer Science			
Ethnic Studies/ History	2		
Speech	1		
Public Service	1 (EMS)		
Tours: Grade Schools; Maple HS Students			
Bulldog Bound; Lompoc High Concurrent	2		
Children's Center	10		

## APPENDIX B: Embedded Librarian Interest Survey

For this program, we will plan to have at least two meetings with the embedded librarian and your class. How many visits or interactions would you like the embedded librarian to have with your cou...	What kind of assistance are you interested in?
Towards the end of the semester, 2-4 sessions in the library for 1-on-1 research help.	A specific librarian for students to contact;Regular check-ins with students on research or other topics;
Two meetings would work well right at the start of the Research Project assignment, either in late October or early November.	Multiple topic sessions including general introduction to library research and an in-depth look at research topics;A specific librarian for students to contact;
two to three	A specific librarian for students to contact;Regular check-ins with students on research or other topics;Multiple topic sessions including general introduction to library research and an in-depth look at research topics;
2-3	A specific librarian for students to contact;A specific assignment for the librarian to work with students on;Multiple topic sessions including general introduction to library research and an in-depth look at research topics;
Two	Multiple topic sessions including general introduction to library research and an in-depth look at research topics;
2	A specific librarian for students to contact;Multiple topic sessions including general introduction to library research and an in-depth look at research topics;Regular check-ins with students on research or other topics;A specific assignment for the librarian to work with students on;
2-4	A specific librarian for students to contact;A specific assignment for the librarian to work with students on;
2	Multiple topic sessions including general introduction to library research and an in-depth look at research topics;A specific assignment for the librarian to work with students on;

APPENDIX C: Books for Bulldogs Fall 2026

## Books for Bulldogs

**Semester Total**

Library Name	Location Code	Location Name	Loans
		<b>Grand Total</b>	<b>580</b>
<b>Santa Maria Campus Library Total</b>			<b>580</b>
Santa Maria Campus Library	B4B	Books for Bulldogs	580

**Week 1 (8/18-8/24)**

Library Name	Location Code	Location Name	Loans
		<b>Grand Total</b>	<b>415</b>
<b>Santa Maria Campus Library Total</b>			<b>415</b>
Santa Maria Campus Library	B4B	Books for Bulldogs	415

**Week 2 (8/25-8/31)**

Library Name	Location Code	Location Name	Loans
		<b>Grand Total</b>	<b>63</b>
<b>Santa Maria Campus Library Total</b>			<b>63</b>
Santa Maria Campus Library	B4B	Books for Bulldogs	63

**Semester Top B4B Titles**

Title	Loans
Introduction to Business (contemporary business)	13
Introductory chemistry, 6E	12
Microsoft Word 365 2019 Edition	11
Elementary statistics : picturing the world	10
Microsoft Office 365 Publisher 2019 Comprehensive	10
The essential world history : Volume I: to 1800	9
Exploring <u>microsoft powerpoint</u> 2019 comprehensive	8
Master ASL Level One	8
Outliers : the story of success	8
Chemistry: the molecular nature of matter and change, 8E	7
Exploring psychology, 11E	7
Business Law	6
Health: the basics	6
Human anatomy, 4E	6
Introductory chemistry, 5E	6

Appendix D: Controlled Digital Lending (Digital Textbooks) Use and Titles

<b>Total Sessions</b>	<b>Sessions without waitlist</b>	<b>Sessions following waitlist</b>
<b>6,985</b>	<b>6,856</b>	<b>129</b>

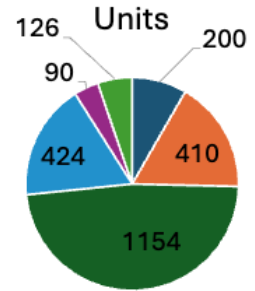
**Top 10 CDL Titles**

Title	Active Course Code	Total Sessions	Sessions without waitlist	Sessions following waitlist
Calculus: Early transcendentals	MATH 181-42999	768	758	10
Infants, toddlers, and caregivers: a curriculum of respectful, responsive, relationship-based care and education	ECS 151	209	193	16
Elementary statistics	MATH 123 /	207	194	13
Current issues and enduring questions : a guide to critical thinking and argument with readings	ENGL 103/Raybould-Rogers	186	186	0
Exploring psychology	PSY 101	169	164	5
Management	BUS 104	167	154	13
Learning about dance: dance as an art form and entertainment	DANC 101	149	148	1
The essential world history : Volume I: to 1800		147	147	0
Introduction to Business (contemporary business)	BUS 101	129	129	0
The cosmic perspective fundamentals	ASTR 100	127	127	0

Appendix E: Total Snacks Provided

<b>Total Snacks Provided - Semester (10/29-12/9)</b>	<b>2398</b>
--	-------------

Types of Snacks Provided	Notes	Type	Units
Bare Baked Crunchy Fruit Chips - Apple (8), Banana (5), Coconut (5)	Gluten-free, Vegan	Fruit	216
Nature's Bakery Whole Wheat Fig Bars Variety Pack	Non-dairy	Granola Bar	208
Pack of 18 - Emerald Variety Pack: Almonds & walnuts, Roasted & salted cashew halves, Dry roasted seasoned almonds	Kosher	Nuts	90
Pack of 18 - ZBar variety: Chocolate chip (4), Blueberry muffin (4), Iced oatmeal cookie (5), Chocolate brownie (5)		Granola Bar	216
Pack of 20- Oreo Minis, Nutter Butters, Chips Ahoy, Ritz Cheese		Cookies	200
Pack of 30 - Teddy grams (7), Animal Crackers (7), Oreo Minis(8), Chips Ahoy (8)		Cookies	210
Pack of 40- Frito-Lay Fun Times Mix Variety Pack		Chips	200
Pack of 50- Welch's Fruitfuls Fruit Strips Variety Pack		Fruit	250
Quinn Peanut Butter Pretzels	Vegan	Pretzels	126
Sunmaid California Raisins	Gluten-free, Vegan	Fruit	216
Sunmaid Vanilla Yogurt Covered Raisins		Fruit	220
That's It Mini Fruit Bar Apples+: Cherries, Strawberries, Mangoes, Blueberries, Figs	No added sugar	Fruit	252
		<b>Total:</b>	<b>2404</b>



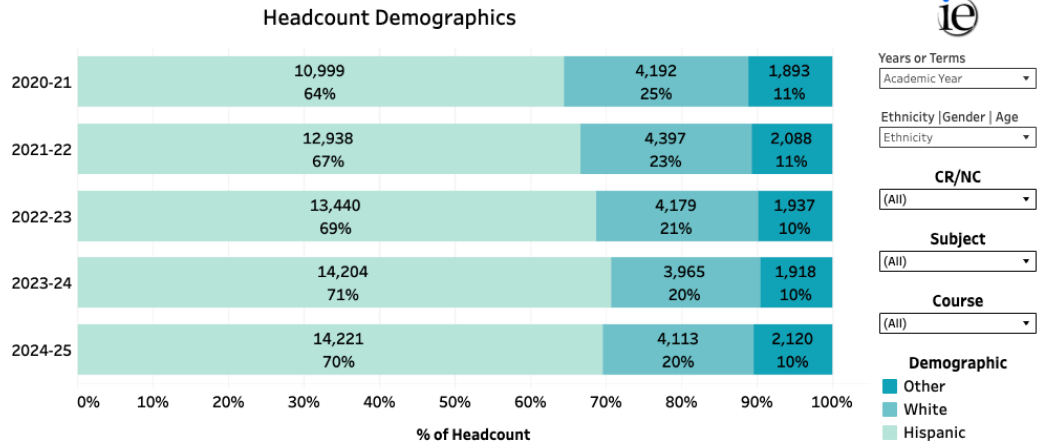
- Chips
- Cookies
- Fruit
- Granola Bar
- Nuts
- Pretzels

Type	Units
Chips	200
Cookies	410
Fruit	1154
Granola Bar	424
Nuts	90
Pretzels	126

## Appendix F: Enrollment & Headcount

Home / Institutional Effectiveness / Program Review: Enrollment & Headcount

# PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Appendix G: Five Year Construction Plan

Five Year 2028-2032 Construction Plan								
Priority	Project Title	Location	Occupy Year	State Cost	District Cost	Total Cost	Square Footage	Notes
1	Modernize building N	AHC	2032	\$ 22,086,964	\$ 7,690,019	\$ 29,776,983	37,354	
2	Construct University Center	AHC	2032		\$ 10,000,000	\$ 10,000,000	10,000	Growth
3	Construct Nursing Lab Facility	AHC	2032		\$ 7,000,000	\$ 7,000,000	6,000	Growth
4	Refinish pool and pool deck	AHC	2033		\$ 300,000	\$ 300,000	N/A	
5	Construct Police Dept/facilities compound	AHC	2033		\$ 16,200,000	\$ 16,200,000	18,000	
6	Construct new building K/demolish old K	AHC	2034	\$ 7,534,193	\$ 7,289,503	\$ 14,823,695	18,000	
7	Modernize Athletics Complex (Press box & Stadium Seating)	AHC	2034		\$ 43,000,000	\$ 43,000,000	N/A	
8	Modernize building M300	AHC	2034		\$ 6,678,000	\$ 6,678,000	7,420	
9	Construct Classroom Facility (where W is located)	AHC	2035		\$ 11,016,000	\$ 11,016,000	12,240	Demo 12,240 sq ft W bldg
10	Construct Career Technical Education Facilities (where former O-300 was located)	AHC	2035		\$ 48,600,000	\$ 48,600,000	54,000	Growth
11	Modernize building H	AHC	2036		\$ 3,636,000	\$ 3,636,000	6,836	
12	Upgrade Infrastructure	AHC	2036		\$ 5,000,000	\$ 5,000,000	N/A	
13	Construct facility with offices/classrooms/meeting space/events space (where former E&F were located; PCPA would move out of CBC bldg)	AHC	2037		\$ 29,700,000	\$ 29,700,000	33,000	Cease use of 35,380 sq ft CBC bldg (leased)
14	Upgrade LVC building 3 (convert 3-109 to a lab)	LVC	2037		\$ 1,800,000	\$ 1,800,000	2,000	
15	Modernize building D	AHC	2038	\$ 8,363,345	\$ 8,007,953	\$ 16,371,299	32,400	
16	Modernize building L w/classroom updates	AHC	2038		\$ 7,560,000	\$ 7,560,000	8,400	
17	Modernize South Campus Facilities	AHC	2040		\$ 1,534,500	\$ 1,534,500	1,705	
18	Construct LVC Amphitheatre/Observatory	LVC	2040		\$ 7,043,000	\$ 7,043,000	26,800	
19	Construct Welcome Area with Drop Off Loop	AHC	2040		\$ 3,000,000	\$ 3,000,000	N/A	
20	Upgrade LVC Quad	LVC	2041		\$ 2,000,000	\$ 2,000,000	N/A	
21	Construct Performing Arts Center	AHC	2041		\$ 30,000,000	\$ 30,000,000	30,000	Growth
22	Modernize M400	AHC	2042		\$ 7,380,000	\$ 7,380,000	8,200	
23	Construct new facility	LVC	2042		TBD	TBD	TBD	Growth
				<b>Total</b>	<b>\$ 264,434,975</b>	<b>\$ 302,419,477</b>		

Appendix H: Facilities Master Plan

Consider replacement

FACILITY ASSESSMENT SUMMARY				
BUILDING	YEAR BUILT	AGE	PRIORITY FACTOR	REMARKS
A100	2013	8	4	
A200	2013	8	4	
B	2013	8	4	
C	1990	31	17	Repair necessary
D	1968	53	29	Repair necessary
E				To be Demolished
F				To be Demolished
G	1962	59	55	Interior Renovation
H	1971	50	47	Interior Renovation
H (Block House)	1971	50	24	PG&E (incl)
I100	1990	31	14	Maintenance
I200	1990	31	18	Interior Renovation
K	1964	57	31	Repair necessary
L	1962	59	48	Major Renovation
L (LRC)	2004	17	9	Cosmetic Repairs
N	1962	59	70	Major Renovation
M100	2000	21	10	Cosmetic Repairs
M300	1962	59	39	Repair necessary
M400	1962	59	46	Major Renovation
O100	2013	8	3	
O200	2013	8	3	
O200 (Yard)	2013	8	2	
O300	1966	55	53	To be Demolished
R	1951	70		Occupied/No Review
R2	1952	69		Occupied/No Review
S	2007	14	7	Cosmetic Repairs
S2	1950	71	30	Consider Replacement
W	1980	41	37	Consider Replacement

*Please see each building's detailed facility assessment for the criteria factored into the Priority Factor valuation. The Priority Factor is the summation of exterior, interior and life safety / accessibility building assessment values factored by the age of the building.*

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

**EQUIPMENT NEEDS**

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ - 2	Equipment	5 Video cameras \$600 each	One-time	1 = High	\$ 3,000.00
Library & Learning Resources	Library	Yearly Planning Only	2026-2027	Lib Obj - 1	Equipment	Charging stations	One-time	2 = Medium	\$1,600
Library & Learning Resources	Library	Yearly Planning Only	2027-2028	Lib Obj - 2	Equipment	Expand B4B at LVC	One-time	2 = Medium	\$70,000
Library & Learning Resources	Library	Yearly Planning Only	2025-2026	Lib Obj - 4	Equipment	Furniture for LVC	One-time	2 = Medium	\$3,500
Library & Learning Resources	Library	Yearly Planning Only	2027-2028	Lib Obj - 5	Equipment	Library of Things	One-time	3 = Low	\$20,000
Library & Learning Resources	Library	Yearly Planning and Core Topic	2026-2027	Lib Obj 6	Equipment	Expanded B4B at SM	Ongoing	1 = High	\$20,000
					Equipment				
<b>TOTAL</b>								<b>TOTAL</b>	<b>\$ 118,100.00</b>

Enter staffing requests below. Staffing requests are defined as full-time or part-time faculty and support staff.

**STAFFING NEEDS**

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s)	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
Library & Learning Resources	Library	Yearly Planning and Core Topic	2026-2027	Lib Obj - 8	Staffing	FT Library Technicia for LVC	Ongoing	1 = High	\$95,000
Library & Learning Resources	Library	Yearly Planning and Core Topic	2026-2027	Lib Obj - 8	Staffing	FT Library Technicial for SM Campus	Ongoing	1 = High	\$80,000 each
Library & Learning Resources	Library	Yearly Planning and Core Topic	2026-2027	Lib Obj - 9	Staffing	Increase student worker hourly rate to minimum wage	Ongoing	1 = High	\$ 500.00
<b>TOTAL</b>								<b>TOTAL</b>	<b>\$ 195,500.00</b>

Building maintenance, furniture requests, repairs

**FACILITIES**

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost	Estimated Instructional/Restricted Lottery Cost
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ - 3	Facilities	Need air conditioning	One-time	1 = High	\$ 400.00	
Library & Learning Resources	Library	Yearly Planning Only	2026-2027	Lib Obj 3	Facilities	Library reconfiguration (SM)	One-time	1 = High	\$100,000	
Library & Learning Resources	Library	Yearly Planning and Core Topic	2028-2029		Facilities	Library remodel (SM)	One-time	1 = High	\$1,000,000	
<b>TOTAL</b>								<b>TOTAL</b>	<b>\$ 1,100,400.00</b>	<b>\$ -</b>










# Library 2025-2026 Annual Program Update- Academic Service and Support

Final Audit Report

2026-06-15

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