

LIBRARY Curriculum and Teaching Design 23/24

Program Name: Library

1. Has your program mission or primary function changed in the last year? No.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements) We have temporarily paused our embedded librarian program as we could not meet the demand, staff-wise, and funding was no longer guaranteed. We, along with participating faculty, believe this is a highly valuable service and necessary to help students complete transfer-level English courses (see Guided Pathways 2022-2026 Workplan). However, we need to work with IE to assess the efficacy of the program before continuing. Our library course, LBRY170, continues to go each semester, with one full-term section in fall 2023 and a term 4 section going spring 2024. We were also able to add a new course, Advanced Research, LBRY180, to the course catalog this spring and hope to see it go in the fall after some publicity.

Learning Outcomes Assessment

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

As mentioned in our previous program review, we simply do not have the sample size, data or staff to capture student learning data from our user population. With the loss of 2 established full time librarians, one the coordinator, and the onboarding of 2 new full time librarians, there was no chance to organize any review of current means of assessment or recommend new ones to date.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data. N/A

c. Please summarize recommendations and/or accolades that were made within the program/department.

Recommendations:

1. Review the embedded librarian program- we have paused this program until a funding source can be identified and the program is better aligned with Guided Pathways.
2. Streamline the capture of CSLO data for library courses with multiple instructors and sections.
3. Work with IE and LOAC to determine a consistent way to capture data and assess program outcomes.

Accolades:

1. The library continues to work with various groups across campus to promote the library and reach underserved student populations. Collaborations with the student LGBTQ club, the ASTRA club, PCPA and English department events, and hands-on workshops sponsored by the Friends of the Library have all been very well received and attended. The library has also hosted a “Hancock Hangout” to promote Guided Pathways and the Areas of Interest.
2. The library is successfully filling LBRY170 sections each term and plans to promote the new Advanced Research library course, LBRY180.
3. Library orientations and research workshops remain very popular and bookings for orientations continue to rise back up to pre-pandemic numbers.

d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. A library PSLO planning retreat was planned for fall 23 but with the resignation of the coordinator that retreat was ultimately put on hold. A fall 24 retreat is currently being planned.

3. Were there any staffing changes? Yes, Kellye Cohn resigned as a FT librarian in Aug. 23 and Trevor Passage went on leave in Oct. 23. The library hired a new FT librarian to replace Kellye with a start date of Aug. 23 and a new FT librarian to replace Kathy Headtker, who retired in spring 2021, at the LVC library. There have been fluctuations in part-time library staffing with some librarians reducing hours and the hiring of 3 new librarians to fill that need.

CURRICULUM AND TEACHING DESIGN Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices.

4. What were your program successes in your area of focus last year? Library orientations and research workshops continue to be popular with faculty and students and we are seeing orientation bookings grow. Pre-pandemic the library would lead +/- 75 orientations per semester and we are now booking around 50 per semester. Faculty that book orientations return each semester with their classes and promote them within their departments, helping us to book more. The Zoom research workshops have grown in popularity as well. While live attendance at each is relatively low, later viewings of the workshop videos (hosted on the library’s YouTube pages) are very high with about 500 views. The library hosts about 12 online research workshops per semester now. Reference transactions (questions for librarians about research) remain consistent with a combined total of almost 7,000 in-person and virtual (chat) interactions for this FY so far. This is tracking with the 22-23 number of almost 10k. With these synchronous and asynchronous modalities providing essential library and research information, we are reaching students in ways that they need.

Library material and equipment borrowing is up as well. Textbooks, Chromebooks and hotspots continue to be the most popular items with a high demand. Books for Bulldogs loans are at 1,324 for Aug. 23 thru Mar. 24 with 1,018 students served. Laptops loaned in the same period total 1,035 and hotspots loaned total 297. With a focus on equity and accessibility, we enacted a

few changes with how we loan to students. First, we made textbooks, laptops and hotspots semester-length loans (previously 3 week loans). Next, we stopped collecting any fines or fees for late items, a practice that has radically grown in popularity amongst libraries and has become almost standard in all California Community College libraries. And third, we began a new program called Controlled Digital Lending that allows students to borrow a textbook PDF online through the library catalog. All of these measures have helped us meet students where they are by providing access in a variety of ways with no risk of penalty and no cost to the student. With the purchase of a new scanner with OCR (Optical Character Recognition) we have created PDFs of textbooks that have machine-readable text for students that need a screen reader. Our CDL textbooks are incredibly popular with almost 7,000 loans from Aug.23 to Mar.24.

1. What data were analyzed and what were the main conclusions? The technical staff and full-time librarians maintain statistical data in a variety of ways intended for both internal and external reporting. Physical counts for orientations, workshops and reference interactions are taken by all librarians. Usage stats for materials such as books and laptops are accessed via our library management system and analytics module. Please see attached data. Main conclusions are that the library continues to be a campus hub for learning and access. Faculty and students rely on the library. After expanding our inventory with the pandemic, students now expect to get a laptop and their textbooks through the library and the data shows that it is an expectation we must continue to meet.

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? There are a few challenges that can be seen. Students' expectations are high for what they can borrow from the library. While we are very proud that we can loan textbooks and Chromebooks, etc. for a semester, we do not have an infinite inventory and students do not grasp that. They are told to go to the library to get these items and if we don't have what they need they are left with paying a lot of money at the bookstore. What we have is first come, first served and unfortunately that means many of our students arrive too late. What students, and many faculty and administrators do not understand, is that we are, at our core, a small, academic research library. Our focus is on providing research materials and reference assistance to help students in their courses. We are not able, budget or staff-wise, to provide a set of textbooks and a laptop to every Hancock student. We are also not ITS- our staff doesn't have the training to service technology and the library space is not sufficient to store thousands of laptops. Unfortunately, these institutional failures fall onto the students and affect student equity, success and access.

Another challenge we continually face is staffing. The library heavily relies on a part-time pool of librarians that fluctuates with retirements and librarians taking full-time positions at other schools. The full-time librarian roster has also been hit with resignations and the library is still understaffed. This staffing issue unfortunately affects the services we can provide which ultimately hurts our student population. We have continuously worked to expand the services of our physical and online libraries with expanded chat hours, weekend hours, workshops and events and unfortunately these services will need to be reduced or ended if we don't have the

staff or funding to continue them. These cuts directly affect our students, especially our evening and DL populations.

3. What are your plans for change or innovation? The creation of the Controlled Digital Library collection (CDL) was one innovation that has radically helped our students access the textbooks they need, when and where they need them. These textbooks can be accessed and read on any device, 24 hours a day. The library technical staff are continuously working to add to this collection to eliminate any gaps in coverage. This collection helps alleviate the issue with having multiple copies of every textbook in print to loan through the Books for Bulldogs program as well as the loss of the digital textbook platform, BibliU, due to lack of funding.

Unfortunately there are no current plans for change or innovation in regards to equipment loans. We work with ITS to maintain current Chromebooks and to replace lost ones in order to keep a set inventory, but there are no plans to purchase more and no plans to move this program to another department to oversee.

Staffing will continue to be an issue for the library for the foreseeable future as our pool fluctuates and there has been no intent as yet to hire another full-time librarian. However, the librarians are always finding ways to reach our students- synchronous and asynchronous research workshops, orientations and reference help. Our DL library research courses are filling each semester. Innovative events such as "Make your own Zine," "Kids' Corner," and collaborations with the Friends of the Library are bringing students to the library and giving them a place to not only study and read but have fun, be creative and meet new people on campus.

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

We will continue to gather and analyze available data such as attendance and item circulation. If another scanner were to be purchased we could expand the CDL collection which could curtail or eliminate the Books for Bulldogs program which is both expensive and extremely wasteful. The data shows the popularity of the CDL program and expansion would be successful. Attendance and surveys will help us determine the success of some of the librarian-led initiatives and those will be analyzed for possible expansion or reduction.

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years?

Library	
Mission	The library’s mission is 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. In addition, the library is the campus “center of learning,” with a welcoming atmosphere conducive to studying and learning.
Goals	Assist in the instruction of information literacy, to provide materials to students, staff, and faculty, and to foster a love of lifelong learning.
Program planning initiatives	Maintain and expand services to promote access to materials for students.
Actions/ Resource Request	<i>See ongoing program planning initiatives and resource requests.</i>

Ongoing Program Planning Initiative 1	
Title:	Reinforce ZTC Textbook Resources
Planning years:	2020-21 to 2024-25 (and beyond)

Description:

The push to support our Zero Textbook Cost degrees has resulted in a number of innovative programs that the library has implemented. As specified in the last comprehensive program review, and the previous annual update, our digital textbook offerings to students are extremely popular. The following courses currently (spr24) have the ZTC designation:

- ANTH 101, 3 sections; ANTH 102, 1 section
- ART 103, 1 section
- ECON 101, 2 sections; ECON 102, 2 sections
- ECS 101, 4 sections; ECS 102, 2 sections; ECS 106, 2 sections
- All ENGR courses, 7 courses, 8 sections
- ESL 543, 1 section; ESL 544, 1 section
- FSN 109, 4 sections; FSN 110, 5 sections
- HIST 107, 1 section; HIST 118, 2 sections
- HUSV 143, 1 section
- LBRY 170, 2 sections; LBRY 180, 2 sections
- MATH 121, 1 section; MATH 123-123S, 9 sections; MATH 131-131S, 3 sections; MATH 141-141S, 5 sections; MATH 181, 3 sections
- PD 100, 4 sections; PD 101, 4 sections; PD 114, 2 sections; PD 115, 3 sections
- PHIL 112, 1 section; PHIL 114, 1 section
- All POLS courses, 4 courses, 13 sections
- PSY 118, 8 sections

- SOC 101, 3 sections; SOC 102, 1 section; SOC 110, 1 section
- SPAN 101, 9 sections; SPAN 102, 2 sections;
- All SPCH courses, 5 courses, 25 sections

There were approximately 100 textbooks in BibliU that were used in the 2022-23 academic year to support these ZTC courses. As noted in our narrative, funding was required to maintain the program at the level it was being used by our students but it was ultimately cut and we no longer offer BibliU. The CDL program, along with Books for Bulldogs, instead is now tasked with supporting these courses with our textbooks (please see current stats in narrative).

Resources: An additional OCR digital book scanner

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 1

Item price: \$11, 650

Description: The purchase of an additional OCR digital book scanner would allow our library staff to scan more textbooks to add to our popular CDL online textbook collection. Based on past use of the CDL collection and BibliU, we have the demand for these digital textbooks and an additional scanner will allow the library to assist this growing ZTC initiative.

Ongoing Program Planning Initiative 2	
Title:	Institutionalizing the Student Hotspot Program
Planning years:	2020-21 to 2026-27 (and beyond)
Description:	
<p>The hotspot lending program is administered by the library, but is being funded through the SEA Program. As an evolution of a COVID-19 continuity plan, the hotspot lending program has had to adapt rather than be implemented with a clear and concise plan. With hindsight being far clearer than decision making during the shutdown, the goal of this planning initiative is twofold:</p> <ol style="list-style-type: none"> 1. Institutionalize the cost of the college’s hotspot lending program (and freeing up SEA Program funding). 2. Phase out hotspots that are either unreliable in service or operation, for ones from a single provider that are catered to academic use. <p>Currently, the library has 113 hotspots that are active. Ideally, the program would phase these 113 hotspots out for 200 academically minded ones, and assess use of the program there (the library is unsure if hotspots that did not allow for high data usage or unrestricted streaming access would be as popular). This would occur in phases, as to ease the financial strain on the institution, and to allow for assessment year after year on usage—if hypothetically we met demand with a number of academic hotspots, we could cease adding additional ones.</p> <p>Student usage data for the hotspot lending program is 1398 lifetime loans, with the following breakdown by semester and location for the life of the program: *as of March 2024.</p>	

	Santa Maria	Lompoc Valley Center
Semester	Hotspots	Hotspots
Fall 2020	4	3
Winter 2020	30	11
Spring 2021	202	23
Summer 2021	58	4
Fall 2021	289	44
Winter 2021	25	3
Spring 2022	311	28
Summer 2022	52	4
Fall 2022	199	29
Winter 2022	12	2
Spring 2023	224	24
Summer 2023	105	5
Fall 2023	217	28
Winter 2023	9	1
Spring 2024	39	13
Summer 2024		
Total Loans	1776	222

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 50 (this year), 50 (the following year), 50 (the year after)

Per Item Price: \$16.40 annually

Total Price Per Year: \$9840 year one, \$19680 year two, \$29520 year three.

Description: New hotspots can be procured at an approx. rate of 50 per \$10,000—the idea being that in 3 years we would have successfully phased out the inappropriate hotspots for the uniform offering of the T-Mobile Higher Education Content Restricted models.

Ongoing Program Planning Initiative 3	
Title:	Student Study Pods
Planning years:	2019-20 to 2024-25
Description:	
<p>As identified in the Library’s last comprehensive program review, student study pods would assist in alleviating the loss of the library’s second set of quiet study corrals after the move of the popular reading section. The pop read section was moved to accommodate more computers for students to use in the library as well as the overflowing children’s book collection. Overall, there was a reduction from two sections of approximately 40 study spaces, down to one section of 20. We have had students request to use the 2 study rooms for additional quiet study space, but these are meant to accommodate groups, not single students, and have found and identified study pod devices that could serve this need.</p> <p>There are many different styles, and the suggestion had been made that the college could build them in-house—the only additional consideration to give would be to mobile/modular designs, which could be moved to other locations/outdoors as needed.</p>	
Resources:	
<p>Priority Level: Low <u>Medium</u> High</p> <p>Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials</p> <p>Quantity: 5</p> <p>Per Item Price: Between \$8,000-\$20,000/pod Price with taxes/shipping, etc.: \$40,000-\$100,000</p> <p>Description:</p> <p>Finding an exact quote without prior approval has been difficult; HEERF funds were requested for such a purchase during the COVID-19 shutdown and return to limited operations, but Business Services and Academic Affairs rejected the proposal. No reason was given; the library assumes it must have been related to cost.</p> <p>Examples of study pods can be found: https://room.com/pages/meeting-room https://workspace.snapcab.com/</p>	

Link to Resource Request spreadsheet: <https://tinyurl.com/mr3fkx2j>

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12	English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ - 2	Equipment	5 Video cameras \$600 each	One-time	1 = High	\$ 3,000.00	
13	Library & Learning Resources	Library & LRC	Yearly Planning Only	2023-2024	LIB OBJ - 1	Equipment	1 Bookeye 5 V3 Bundled Kiosk Network Book Scanner	One-time	1 = High	\$12,000	
14	Library & Learning Resources	Library & LRC	Yearly Planning Only	2023-2024	LIB OBJ - 2	Equipment	150 Hotspots	Ongoing	2 = Medium	\$30,000	
15	Library & Learning Resources	Library & LRC	Yearly Planning Only	2023-2024	LIB OBJ - 3	Equipment	5 Student Study Pods	One-time	2 = Medium	\$70,000	
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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

Program Review Signature Page:

Program Review Lead: 
Kelly Cohn (Apr 15, 2024 13:19 EDT)

Date: 4/15/2024

Program Dean: 

Date: 4/15/2024

Vice President, Academic Affairs: 

Date:











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Final Audit Report

2024-04-15

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