

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Academic Year

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 continue to expand our embedded librarian program, and currently cannot meet the demand we have from faculty members. Sources for funding are unknown, nor is institutionalization necessarily feasible at this time. The library skills course, LBRY 170, continues to grow in popularity and two sections were able to go in the fall of 2022. In the spring of 2023, two sections of LBRY 170 were offered, this time with the expanded cap of 35 students per section. The Term 4 section is at maximum capacity and students are on a wait list to get in.

Learning Outcomes Assessment

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

In discussion with LOAC, an important caveat to note is that our sample size for SLO data this year is small—too small to make any broad determinations. Due to short staffing, we were unable to coalesce an assessment device that could capture student learning data from our general library user population. Thus, we must rely solely on LBRY 170 data—even with more sections going this academic year than previously—student persistence to the final project leaves us shy of 50 data points to assess.

The data from one course is as follows:

	4's Exceed	3's Meet	2's Close	1's Sub
CSLO 1	11	-	1	5
CSLO 2	8	3	1	5
CSLO 3*	-	11	-	6
CSLO 4*	-	10	-	7
CSLO 5*	-	10	-	7
CSLO 6	5	6	1	5

* denotes a 2 point scale

From these findings, 64% of students are meeting CSLOs 1, 2, 3, & 6—and only 58% of students are meeting CSLOs 4 & 5. This is below the institutionally set benchmark of 70% meeting or exceeding the outcome.

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

Moving forward, multiple assessment devices are ideal—of the students identified above, a few (5) were marked as not meeting the outcome due to failing to turn in the capstone project. While it is a robust project that speaks to each of the student learning outcomes, as a cumulative final though, students are prone to simply not submitting one.

Outside of difficulty in assessing student learning from the one collection point, we have expanded the number of librarian faculty teaching the course—which is an excellent problem to

have. It does mean uniform assessment becomes trickier, until such a time as the library develops a joint assessment apparatus.

The students lack of attainment on the course learning outcomes is concerning, with CSLO 4 and 5 (“evaluate the accuracy and bias of information in the context of an information need” and “demonstrate an understanding of the ethical and legal issues surrounding using information and technology”). Both course modules dealing with these issues come later in the semester, due to building off of previous learning in the earlier ones. Perhaps introducing the concepts earlier will assist students in their understanding of the full concept further in the course.

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

Recommendations:

- Multiple measures to assess outcomes
- Alignment of Student Learning Outcomes across courses and services
- Reevaluation of Embedded Services with an eye towards efficacy and intentional collaboration

Accolades:

- Library continues to host programming that draws community together (PCPA Emma question and answer presentation, reading from English Faculty’s new novel, etc.)
- Library’s Friends group continues to support the library with events to support the community’s engagement with the library and the college (banned books scavenger hunt, Friends book club, Children’s Book Collection for LVC Children’s Center, etc.)
- Continued support of library instruction through both more class offerings of LBRY 170 (2 classes went each semester) and orientations for college courses.

- d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

SLO assessment to be revisited, see attached agenda for Fall SLO retreat.

3. Were there any staffing changes?

We are still operating without a full-time librarian at the Lompoc Valley Center and have lost two essential part-time librarians. In the spring of 2023, a recruitment was started to hire a full-time LVC librarian (to begin in fall of 2023).

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

We worked with a statewide CC library cohort on implementing a new controlled digital lending library, allowing for students to access textbooks online via the library catalog. This collaborative workgroup is providing ongoing support for those of us who have created such programs in our libraries. Initial funding was made possible thanks to the college’s Innovation Fund and usage of the textbooks has continued to grow each month.

We maintained our relationship with other academic resource centers on campus, providing students with referrals and information about tutorial services, the Writing Center, the Math Center, and MESA/STEM when appropriate. We are getting better about not stepping over into other resource centers’ jurisdictions, and continue to ask the same standard from them (i.e. we provide no writing help, instead referring students to the writing center, and have been vocal that they reciprocate when a student is seeking research assistance).

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners.

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

The library reviewed a number of projects and relationships that it maintains throughout the community college system and local community. As an entity with neither advisory from the professional sector, nor four-year institutions directly through transfer, the principal area for partnership is with other libraries to collaborate with the intent of improving services for users.

We are a member of the Council of Chief Librarians (CCL), a group composed of most of the 116 California Community College libraries, and within CCL we are a member of the central west subgroup. This smaller group of colleges (Bakersfield, Cuesta, Oxnard, Taft, Antelope Valley, College of the Canyons, Moorpark, Santa Barbara City College, and Ventura) serves as our principal work group and constituent bloc in the greater council. The library meets on a semesterly basis with the region to share information and use trends (highly effective during the onset of the COVID-19 pandemic, where sharing out of services practices was incredibly useful), and the Dean or designee attends the annual CCL Deans & Directors meeting in Sacramento in the Spring. The library dean is also a member of the CCL-Electronic Access & Resources Committee (CCL-EAR) as the Northeast California region representative. This committee is charged to explore ways in which the resources of the community college libraries could be maximized through cooperative ventures for electronic resources, databases and information.

As a member of CCLC (Community College League of California), we have aligned with the other college libraries and made improvements to our catalog, updates as requested by the CCLC Network Zone Administrator, and implemented a new application, LibKey, to improve user experience and discovery in the catalog. One of the full-time librarians is a member of the LSP (Library Services Platform) Discovery and User Experience Workgroup, which is responsible for proposing policies, workflows, and best practices for the development and use of a discovery system as they relate to the functionality of the interface and the overall user experience.

One of the full-time AHC librarians is currently the CCCC Zero Textbook Cost/Open Educational Resources Liaison aka the OER Initiative Liaison for the college. In this role, she meets twice per semester with the area lead and disseminates newsletters and information about OER and ZTC resources to faculty and staff. She is also assisting with two grants from the CCCC with the goal of supporting faculty who are interested in adopting OER materials.

We are a member of the Library Technician Program Advisory at Cuesta, where we meet once a year to comment on trends and assist in maintaining a solid program for students in the community. A librarian from Hancock suggested that they remove the requirement that the program's internship be done at a different institution than the one the student currently worked at, which appeared to be having a disproportionate impact on some Cuesta students.

We maintain the Friends of the Allan Hancock College Library group, which assists us by providing resources and direction for several non-instructional related activities to improve the campus climate. Through the Friends, we funded our annual Banned Books Scavenger hunt (where we purchase copies of the top 10 most challenged titles (according to the American Library Association's annual statistics) and hide them around campus for students to find) and we have discussed supplemental lectures for the library to host (in the past, we have had faculty come to provide talks open to the community which also resonate with other campus events (e.g. the centennial, PCPA productions, etc.)).

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?

A challenge the library faces is staffing shortages, at both the primary (SM) campus and at the LVC campus. The library staff tries as much as possible to avoid any library closures, but without a full-time LVC librarian and with a limited pool of available part-time librarians, it becomes challenging to maintain adequate staffing levels. Since 2017, the library has worked to expand services for students, including offering a chat service and expanding weekend reference assistance and expanding evening hours Monday through Thursday. If staffing or funding is not provided, these hours and services may be curtailed, which could potentially lead to fewer resources for evening and distance learning students.

3. What are your plans for change or innovation?

The library staff are frequently looking forward and considering innovations. One innovation has been providing the option for in-person live library orientations, remote live library orientations, or recorded library orientations for fully DL courses. This has also addressed an equity gap (as previously, orientations were only available for on-site classes). Other updates include regular assessment of print and online resources such as article databases and reference sources.

The library is revisiting our embedded librarian program. Literature in the discipline shows direct improvement of key performance indicators in programs that have a librarian embedded in them versus those that do not, but our experience locally was not as successful. Our plan is to approach with more intentionality, and make sure that courses identified as members of the embedding program are more than just a library orientation or the preparation of a library module.

Finally, we are going to be focusing on training and acculturating two new faculty members to our library. The library has never had to onboard two members at the same time, so there may be some unforeseen challenges in getting folks up to speed on our institution specific mission and goals.

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

To assess the efficacy of our library orientations, especially ones in new modalities, librarians will be checking in with faculty to review how the orientation went (in terms of student retention of learning) afterwards. An additional metric for assessment will be counting the total number of orientations (and their modalities) to see how those numbers compare with previous academic years.

Print and online resources will be assessed based on currency and student use—older or less utilized resources will be at risk of being deselected and removed from library holdings.

The embedded librarian program, like most embedded services, has been difficult to assess. By looking at simple student persistence and success rates, there is no correlation between an embedded librarian and increases of those two metrics. Despite this, anecdotal evidence suggests that students who make use of their embedded librarian find the service helpful and feel that such interactions positively affected their performance in the course. Institutional Effectiveness has suggested implementing a survey to assess the efficacy of the program; a tool will be developed.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. *This section is only used if there are new planning initiatives and resources requested.*

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.</i>

Ongoing Program Planning Initiative	
Title:	Reinforce ZTC Textbook Resources
Planning years:	2020-21 to 2024-25 (and beyond)
Description:	
<p>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 have the ZTC designation and their books are available in BibliU:</p> <ul style="list-style-type: none"> ● ANTH 110, 1 section ● MATH 100, 4 sections ● MATH 105, 1 section ● MATH 123, 13 sections ● MATH 131, 4 sections ● PD 100, 4 sections ● SPCH 101, 17 sections <p>There are approx. 100 textbooks in BibliU that were taught in the 2022-23 academic year. Further funding is required to maintain the program at the level it is being used by our students.</p>	

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: n/a

Budget Augmentation Request: \$150,000

Description: This is to bring our BibliU account to the level of use it has seen in the 2022-23 academic year without further augmentation. Whether or not this will meet demand fully for the 2023-24 academic year cannot be determined, but based on past use—it will bring our account to the level of use for 22-23.

Ongoing Program Planning Initiative

Title: Institutionalizing the Student Hotspot Program

Planning years: 2020-21 to 2026-27 (and beyond)

Description:

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:

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.

Currently, the library has 193 hotspots that would fall under the unreliable heading, 36 hotspots with unrestricted usage, and 50 catered to academic use. Ideally, the program would phase out the ~200 hotspots 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.

Student usage data for the hotspot lending program is 1581 lifetime loans, with the following breakdown by semester and location for the life of the program:

Semester	Santa Maria	Lompoc Valley Center	Total
Fall 2020	4	3	7
Winter 2020	30	11	41
Spring 2021	202	23	225
Summer 2021	58	4	62
Fall 2021	289	44	333
Winter 2021	25	3	28
Spring 2022	311	28	339
Summer 2022	52	4	56
Fall 2022	199	29	228
Winter 2022	12	2	14

Spring 2023*	224	24	248
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*as of March 7th, 2023

Currently (May 9th, 2023), there are 15 hotspots available of the 249 total.

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

Title:	Student Study Pods
Planning years:	2019-20 to 2024-25

Description:

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. 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 study rooms in order for additional quiet study space, but had found and identified study pod devices that could serve this need.

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.

Resources:

Priority Level: Low **Medium** High

Resource Type: **Equipment** Staff Faculty Supplies and Materials

Quantity: 5

Per Item Price: Between \$8,000-\$20,000/pod **Price with taxes/shipping, etc.:** \$40,000-\$100,000

Description:

Finding an exact quote is 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 reasoning was given; library assumes it must have been related to cost.

Examples of study pods can be found: <https://room.com/pages/meeting-room>
<https://workspace.snapcab.com/>

Program Review Signature Page:

Trevor Fox Passage

Program Review Lead

Date



Program Dean

Date



Vice President, Student Services

Date



**Library Student Learning Outcomes
Assessment Retreat**

Date: *TBD* Fall 2023

Agenda

1. Review of current SLO Assessment practices and devices
2. Alignment of LBRY 170 CSLOs to PSLOs
3. Review of Library PSLOs
4. Draft and Revision of SLO Assessment Plan
5. Construction of Shared Assessment Apparatuses











Library Yearly Planning for Program Review with Core Topics (updated version)

Final Audit Report

2023-07-20


Created:	2023-05-30
By:	Ann Cardona (jcardona@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAaKSnWAG2psidgfaTwk48vtQa_hlnqz72

"Library Yearly Planning for Program Review with Core Topics (updated version)" History

-  Document created by Ann Cardona (jcardona@hancockcollege.edu)
2023-05-30 - 10:38:49 PM GMT- IP address: 209.129.94.61
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2023-05-30 - 10:39:43 PM GMT
-  Email viewed by Trevor Passage (trevor.passage@hancockcollege.edu)
2023-05-30 - 11:05:07 PM GMT- IP address: 97.93.27.149
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2023-05-30 - 11:05:17 PM GMT
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2023-05-31 - 3:06:16 PM GMT- IP address: 209.129.94.61
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Signature Date: 2023-05-31 - 3:06:21 PM GMT - Time Source: server- IP address: 209.129.94.61
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