



Lake Tahoe Community College

Non-Instructional Annual Program Review for Library (w/ Tutoring and Learning Ctr) Completed by Melanie Aponte Chu

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified.

[LTCC's Vision, Mission, and Beliefs](#)

[Superintendent/President and Board of Trustees 2022-2024 Goals](#)

[Superintendent/President and Board of Trustees 2021-2023 Progress Update](#)

[LTCC's Student Equity Plan 2022-2025](#)

[Educational Master Plan 2018](#)

The Annual Program Review is to be submitted using this web-based form by all departments. If you experience problems with the form or have any other questions, please contact Elizabeth Balint (balint@ltcc.edu or ext. 101) or Mike Bangs (mhbangs@ltcc.edu or ext. 190).

As you complete each question and section, your progress will be saved, allowing you to return to the form and continue without losing your progress if you cannot complete the document in one sitting.

The process is designed to be meaningful and relevant to meeting the needs of your department and program areas. The deadline for submitting this form is Saturday, March 4th. A supervisor approved alternative annual report can be used in place of this survey.

1. Describe how your department supports the vision, mission, and beliefs of Lake Tahoe Community College.

Student access and success are at the heart of our wraparound services, spaces, and collections. The Library & Learning Services offers a transformative educational environment to support collaborative and individual student tutoring, research, and study. We believe that learning thrives in an environment of equity, mutual respect, and open-minded inquiry.

2. What are the major strengths of your department?

The Library's greatest strengths are our staff and our services.

The approachable, knowledgeable staff, tutors, and librarians of the Library & Learning Services provide professional, personalized support to each and every student we serve. We treat each interaction with care and respect, call students by name, honor their lived experiences, and go above and beyond to help students navigate their academic journey.

We give students the tools they need to succeed: individual and small group tutoring, quarterly textbooks and technology; quiet study and collaborative spaces; expert research assistance, and information literacy instruction; plus access to curriculum-driven books, databases, and reserves. With the support of programs such as Promise, Equity, and Basic Needs, we provide critical access to required (often prohibitively expensive) course materials, free student printing, Chromebooks and calculators, even snacks and school supplies.

3. In what ways could your department improve to better meet the needs of the College and support student success?

The LTCC Library & Learning Services department has consistently provided excellent student support services with minimal staffing, budget, and infrastructure.

In line with system and college goals, we "focus relentlessly on students' end goals" and "pair high expectations with high support." We are collaborative and resourceful, developing partnerships and building initiatives across the institution,

to maximize our high-impact practices. As much as we embody LTCC's "small but mighty" ethos, our department is stretched thin. Our staffing falls short of our previously independent departments (Library and TLC) despite a substantial increase in student support services and open library hours. Our tutoring and collections budgets have not been increased despite increased demand for subject and embedded tutors, as well as annual subscription increases for all digital resources. Our library facility is aging and in need of improvements.

We could improve, expand, and sustain our services, spaces, and collections with the following three areas (1) increased staffing, (2) increased budget, and (3) improved infrastructure. These will be elaborated on in the next section of the APR. Here, however, we'd like to highlight what we have accomplished.

We have achieved many of the three overarching areas and sub-goals outlined in our previous Annual and Comprehensive Program Reviews.

(1) We created more student-centered library spaces and services, prioritizing "student first" access by transforming the library into a learning commons. This includes (a) building an enclosed quiet reading room, (b) replacing outdated desktop computers with Chromebooks, (c) updating the student printing system, (d) establishing a new training process for tutors, and (e) implementing a new tutor tracking system.

(2) We made significant strides toward developing a comprehensive student-first collection for the library's print and electronic materials, including (a) transitioning to a systemwide library services platform, (b) advocating for OER and ZTC learning materials, and (c) removing outdated and unused materials from the collection. During the campus closure, we redesigned the library bookstacks and doubled our collaborative learning spaces. We have not been asked to participate in an institutional conversation around building archives since our 2018 proposal.

(3) Lastly, we have progressed in better integrating information literacy instruction across the curriculum. We have (a) updated the library's student learning and

service area outcomes and begun to assess the SLOs; (b) expanded our services to support distance education students via Cranium Cafe, and by adding tutoring and research support to the Rising Scholars Program; (c) removed proctoring during the campus closure in alignment with national discussions regarding student privacy and surveillance concerns; and (d) partnered with IT and Security to add, inventory, and distribute technology to all faculty, staff, and students since the beginning of the pandemic. We are still early in a curriculum mapping process, to strategically design, deliver, and assess information literacy components in all sections of ENG 103, both face-to-face and online, as well as other targeted research-based disciplinary courses.

4. What are the biggest challenges your department may face in making these improvements?

In order to improve, expand, and sustain our services, spaces, and collections, the Library & Learning Services is faced with the following three challenges: (1) insufficient staffing, (2) insufficient budget, and (3) aging infrastructure.

(1) Insufficient staffing: We have one Library Support Specialist and one director of both Library & Learning Services funded out of our budget, and within the last year, we added one Tutor Support Specialist funded out of HSI STEM grant funds. In total, we have three full-time staff (one of which is granted funded) and two part-time librarians supporting all of our critical student services, including tutoring, access to course-related materials, research help, information literacy, technology circulation, and more. We also have 20-30 part-time hourly tutors and student workers, including an embedded tutoring program to address inequitable achievement gaps identified by AB705 and Guided Pathways. Our services are available 51 hours per week, six days a week, until 7 pm five nights a week, and the only campus service available to students on Sundays. At the same time, we have been asked to expand hours to support student housing in the upcoming move to a 24/7 campus.

Additional part-time librarian hours are required to staff the library evenings, weekends, and when the director is unavailable per Ed Code 78103. This includes all hours when the director is teaching, on shared governance groups, DEI taskforce, hiring committees, attending conferences, or off-contract due to 214-day schedule. Comparable to this is the Fitness Education Center which has part-time instructors all open hours. Further, part-time librarians are essential in developing, delivering, and assessing information literacy and critical thinking across the curriculum, in support of the institutional learning outcome, for face-to-face, online, and Rising Scholar students.

To address the challenge of insufficient staffing, we need to (a) ensure the Tutor Support Specialist has a salary budget line item after the HSI STEM grant is completed, (b) appropriately fund the tutoring program, a high-impact instructional practice that continues to expand each year, (c) recruit, hire, and fund sufficient part-time librarians, and (d) hire an additional library support specialist for evenings and weekends.

(2) Insufficient budget: The library collections budget (\$20,514.69) is used to purchase books, media, magazines, newspapers, and other periodical subscriptions. This allocation has been static since the current library director began in 2017, and yet there is an annual subscription increase of 3-6%. Without corresponding annual increases to the library collections budget, and with the addition of new courses, certificates, and programs, the Library & Learning Services will continue to operate at a deficit each year, needing to cut subscriptions and resources to maintain access. The vast majority of the collections budget is spent on research database subscriptions via the consortia of California Community College libraries. Database content from EbscoHost, Science, Kanopy, etc. is critical to support student access to full-text periodicals (magazines and newspapers), scholarly journals, electronic books, and streaming media.

Further, as mentioned above, the library's tutoring budget (\$37,463.00) is severely underfunded and has also remained static despite exponential growth in the tutoring program, including more subject areas, embedded tutoring, tutoring for Rising Scholars Program, and tutoring via Cranium Cafe to support LTCC's online and hybrid student populations. Each year, funding has been "found" to support tutoring via Guided Pathways and other initiatives. In Fall 2022 quarter, in just math and science alone, we provided hundreds of hours of tutoring and spent almost all of our tutoring allocation (\$30,685.15). This was made possible by the HSI STEM grant but is clearly unsustainable.

To address the challenge of insufficient budget, we need (a) annual increases to library collections to match inflation costs, as well as increases with each new program and certificate; (b) appropriate funding to sustain and expand tutoring services in all subject areas and modalities, including Rising Scholars; and (c) in partnership with IT, appropriate funding to cover replacement costs for Chromebooks, hotspots, and other technology.

(3) Aging infrastructure: The Roberta Mason Library is a beautiful facility that is heavily used by students and community. During the remodel for efficiency, the Library's tutoring lab (L107) has been regularly used for classes, and the library commons and reading room are often used for events and meetings. The group study rooms lack projectors, computers, and screens for students working with subject tutors on highly visual topics such as Anatomy & Physiology, or to prepare

and practice their class presentations. The upholstered furniture is stained and worn despite regular maintenance. The study carrels and tables are mismatched as we have inherited furniture from other places on campus. We have relied on student success grants to acquire a smartboard for tutoring and balance ball chairs for wellness.

To address the challenge of aging infrastructure, we need (a) funding for technology in each group study room, and (b) to identify donor and grant opportunities for new furniture and learning materials, e.g., the [Name] Reading Room, the STEM study room, the [Name] Tutoring Lab.

5. Identify any other questions, comments, suggestions, or concerns you may have.

We believe we make a difference for students every single day. Our services, spaces, and collections provide critical access and support to students, particularly those historically marginalized by higher education. The Library & Learning Services is a vibrant, integral, and empowering student space that consistently delivers on the college's mission and goals. We look forward to continuing to develop and improve partnerships, initiatives, services, and resources for students.

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