2024 Non-Instructional Program Review
Reviewing 2022/23 Academic Year

1. Please provide your position and department:

Director, Library & Learning Services

2. Please identify the non-instructional program you are reviewing.

Library & Learning Services

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

The Library & Learning Services offers a transformative educational environment to support collaborative and individual student tutoring, research, and study. Student ACCESS and SUCCESS are at the heart of the Library's wraparound services, spaces, and collections. Learning thrives in an environment of equity, mutual respect, and open-minded inquiry.

4. Do you have a **supervisor approved** alternative for this Annual Program Review? If so, please be prepared to upload the approved alternative, as a PDF, in the next prompt.

No.

5. What are the major strengths of your department?

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

The approachable and knowledgeable staff, tutors, and librarians of the Library & Learning Services provide professional, personalized support to 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; 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, and snacks and school supplies.

We have achieved the following 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) redesigning the bookstacks to increase collaborative learning spaces, (b) building an enclosed quiet reading room, (c) replacing outdated desktop computers with Chromebooks, (d) updating the student printing system, (e) establishing a new training process for tutors, (f) expanding math and writing tutoring to Rising Scholars, (g) implementing a tutor tracking system, and (h) acquiring smartboards for all group study rooms. Since 2020, we have maintained an active partnership with IT, helping to inventory and provide access to critical learning technology such as hotspots, Chromebooks, and Lenovos, and we have maintained the college's open access booklist and facilitated the textbook selection process with eCampus.

(2) We continue 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, (c)

removing outdated and unused materials from the collection, (d) creating thematic online collections and physical book displays, and (e) advocating for additional database subscriptions such as JSTOR, Swank Films, and NYTimes.

(3) We continue to integrate information literacy instruction across the curriculum. We have (a) updated the library's student learning and service area outcomes and assessments, (b) expanded our services to support distance education students via Cranium Cafe, and by adding tutoring and research support to the Rising Scholars Program, and (d) increased instruction for F2F sections of Promise, ENG 101, and ENG 103. We have drafted a curriculum mapping process, to strategically design, deliver, and assess information literacy components to all sections of ENG 103, both face-to-face and online, as well as other targeted research-based disciplinary courses.

6. 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 and annual subscription increases for all digital resources. Our library facility is aging and in need of improvements.

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 (HSI-STEM grant funded) Tutor Support Specialist supporting all of our essential student services, including tutoring, access to course-related materials, research help, information literacy, technology circulation, and more. We have over 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. We are the only only campus service available to students on Sundays. We have been asked to expand hours with the addition of student housing and a more robust, 24/7 campus life.

Additional 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, hiring committees, attending conferences, or off-duty due to their 214-day contract (note: the library is open approx. 260 days per year). In comparison, the Fitness Education Center has faculty (PT/FT) all open hours. Furthermore, librarians are essential in developing, delivering, and assessing information literacy and critical thinking (institutional learning outcomes) across the curriculum for face-to-face, online, and Rising Scholar students.

To address the challenge of insufficient staffing, we need (a) full-time librarian position whose portfolio will focus on two critical, rapidly expanding areas: Rising Scholars and information literacy, (b) a full-time support specialist whose responsibilities will include front desk and tutoring support and expanded hours/evenings/weekend coverage, (c) to

appropriately fund the tutoring program, a high-impact instructional practice that continues to expand each year, (d) recruit, hire, and fund sufficient part-time librarians to staff all library hours, and (e) to ensure the Tutor Support Specialist has a salary budget line item after the HSI STEM grant is completed.

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

Challenges, continued.

(2) Insufficient budget: The library collections budget (approx. $27,000) 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 is critical in supporting student access to full-text periodicals (magazines and newspapers), scholarly journals, electronic books, and streaming media.

Furthermore, as mentioned above, the library's tutoring budget (approx. $37,000) is severely underfunded and has 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. We spend almost all of our tutoring allocation in one quarter of just math and science tutoring. This was made possible by the HSI STEM grant but is clearly unsustainable.

To address the challenge of this 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 the 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 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.

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

8. If there is additional information you wish to provide that wasn't addressed in this survey, please do so here.

The Library makes 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. With

sufficient staffing and funding, we can continue to develop and improve partnerships, initiatives, services, and resources for students.