Non-Instructional Guided Pathways Program Review

As Hartnell College is embarking on a journey to join a growing national movement aiming at improving student success called “Guided Pathways,” the Guided Pathways framework is incorporated into the Spring 2018 Program Review. The Guided Pathways framework “creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.” (California Community College Guided Pathways, http://cccgp.cccco.edu/About-Guided-Pathways)


Please note that resource requests will occur in fall 2018.

<table>
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<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/18)*</th>
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<tbody>
<tr>
<td>Library</td>
<td>May 11, 2018 (deadline extended by dean)</td>
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*Please note that you should work with your colleagues and supervisor/director/dean to ensure that this report is completed, revised as needed, in its final form and submitted no later than April 27, 2018.

List of Contributors, including Title/Position

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tr>
<td>Peggy Mayfield</td>
<td>Head Librarian/Technical Services Librarian</td>
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<td>Deborah Stephens</td>
<td>Systems/Technology Librarian</td>
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<td>Cynthia Ainsworth</td>
<td>Student Services Librarian</td>
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A. STUDENT SUCCESS

1. As Hartnell is a student-focused college, how does your service/office/non-instructional program focus on students?

Study rooms are well used on the main campus. Guidelines for students’ use were updated to clarify and be stated in more positive tone.

Course reserves provide learning resources for students. Reserves were weeded to maintain relevancy and currency; an agreement with tutorial services was arranged so that additional anatomical models were more readily accessible; children’s activity bags (with books and educational toys) were created to assist parents needing to study with children in tow.

Collection development is an ongoing project, including evaluation, weeding and purchasing to maintain a relevant collection.

Librarians are available at the reference desk at the main campus for all hours the library is open. A librarian is available at the King City campus once a week. In addition, librarian assistance is available for all students and faculty via email and telephone. Librarians teach orientations and conduct tours with presentations customized for specific class, group, etc.

The library subscribes to numerous databases providing relevant and current resources encompassing a broad spectrum of disciplines.

The library is open 64 hours including Saturday. There are 225 computers in the building and printers (both color and black/white printing) on each floor.

Librarians and library staff are examining usage of open hours including finals week to determine if there needs to be a shift in opening and closing times. Factors to consider include impact on instructional sessions by librarians and changes to teaching hours once the campus moves to a 16 week calendar.

The Student Services Librarian created a new signage program (with feedback from librarians and library staff) to instruct library users on updated beverage policy and to
create a consistent message throughout the library. Librarians create informative displays highlighting current events and resources in the collection including print books and online databases. The library staff maintains a current interest book collection to support and develop students’ recreational reading, which builds reading comprehension and writing skills.

2. **How does your service/office/non-instructional program interact with prospective students in the community and assist/support students to enroll? Is there more that it can do?** Cynthia

   The library is open to community users and many resources are available to the public. Tours of prospective students are often conducted in the library where services are explained and an invitation to enroll as a student is extended.

   The library is one of the focus areas on Panther Prep day.

3. **How does your service/office/non-instructional program support students in choosing their pathway? Is there more that it can do?** Deborah

   The librarians create research guides to guide students to useful resources in various disciplines and topics. As meta-majors are developed, the librarians will assess and realign the research guides with the college’s Guided Pathways.

   The library will offer current information and resources about pathways through publicity, displays, and research guides. The library currently provides resources about careers, college majors, future employment trends, etc.
4. **What does your service/office/non-instructional program do to impact and/or support students’ learning in the classroom? Is there more that it can do?**

Instructional sessions are offered in the library’s Information Competency Center. These sessions cover basic information (how to use the library and navigate the library website) as well as how to navigate library databases to support classroom learning. In addition, online instructional sessions are offered for both the Alisal and King City campuses. Librarians have created instructional videos on information literacy for faculty to embed in their Canvas classes. These will be available Fall 2018. Librarians collaborate with tutorial services to offer instructional learning support and will offer workshops in Spring 2019.

Librarians are examining ways to work with support staff (possibly PDC) to create guides for OER resources. Library staff is exploring other social media outlets (such as Twitter) to publicize library services. Librarians are contacting GE and STEM faculty who assign research papers as well as those who oversee categorical programs (EOPS, TRiO, Upward Bound) to invite them to encourage students to register for one of our information competency courses, which also meet the general education requirement for Communication and Analytical Thinking.

5. **How does your service/office/non-instructional program support students to**
   a. Complete their program?
   b. Complete their program on time?
   Is there more that it can do?

The library offers extensive library hours and provides space for students to research, study, and collaborate in groups. The library purchases and subscribes to electronic resources that can be accessed 24/7 without needing to come into the library.

Information literacy handouts with research techniques are available on the library webpage.

Discipline-related library research guides lead students to recommended resources related to their classes and programs. More faculty awareness and involvement in the content of the Research Guides will result in more student use. Efforts can be made to better publicize information literacy online courses (aimed at helping students navigate academic research). Also more will be done to increase communication with faculty to both promote enrollment in library classes and support faculty in their learning outcomes.
6. What does your service/office/non-instructional program do to assist students in
   a. Transferring to a four-year institution (finding the right institution and determining what needs to be done to get there)?
   b. Finding employment opportunities in their field (finding the right employment opportunities and determining what needs to be done to get there)?
   Is there more that it can do?

Librarians are in the process of evaluating and updating research guides to align with Guided Pathways meta-majors, including a career guide. The library has a collection of College & Career resources: more can be done to develop this collection including online databases and information on transferring to four-year institutions.

B. SERVICE AREA OUTCOMES

Each service unit/office/non-instructional program develops its own Service Area Outcomes (SAOs). The outcomes should be directly related to the work of the service unit/office/non-instructional program, challenging but attainable, and measurable. SAOs should articulate what specifically is to be achieved; their measurement should assess how well the service unit/office/non-instructional program is performing.

http://www.hartnell.edu/service-area-outcomes

Please answer the following questions:

1. Which service area outcome did you assess? How did you assess it?

In spring 2017 the librarians evaluated subscriptions to electronic resources. The full time and adjunct librarians reviewed usage, prices, and the disciplines that the databases served. Faculty and administrators in several disciplines/programs had requested new subscriptions to support their areas. Several lesser used databases were dropped, and new subscriptions in the requested disciplines were added.

In fall 2017 the Hartnell main campus library, the Alisal Campus, and the King City Education Center surveyed students about the library and learning resources. Of those surveyed at main campus, 45% indicated that they use the library daily and almost 35% use the library on a weekly basis. In that same survey, 83% stated that library services and resources are
important for their success in Hartnell classes, and 74% said that they were satisfied with the library services at Hartnell.

In the Alisal and King City surveys a majority of students indicated that they use the main campus library each semester. Students indicated a higher level of satisfaction with services and access to resources in 2017 (survey comparison summary) than in 2013. The library’s importance to success in classes was rated highly (87%-94%) in both surveys. The greatest desired service at both campuses is for improved study space, both quiet study and group study. Students at Alisal and King City would also like more access to reserve textbooks and 26% (Alisal) and 27% (KCC) want research help.

During the spring 2018 semester the librarians met, discussed service area outcomes (SAOs), and based on a better understanding of SAOs along with changes in the library, the librarians decided to revise the existing seven SAOs. Several SAOs were consolidated, so that the library now has four SAOs. The revised SAOs include Reference & Instruction, Access Services, Collections, and overall Library Services.

2. **Describe how service area outcomes were specifically addressed by the service/office/program during the past year. Peggy**

   *Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program? What did you find?*

The librarians and library staff reviewed the results of the above assessments and discussed the results and possible interventions in small groups and meetings. Interventions included dropping lesser used database subscriptions for the electronic resources assessment, and for the general library surveys at three sites, multiple strategies of interventions were discussed, such as hiring an Outreach Librarian, adding more textbooks to the small collections at King City and Alisal Campus, providing the right mix of databases and resources for all of our students.

The student survey results were positive, but improvement is needed in our services to students at King City and Alisal. One intervention we are still working on is the hiring of an adjunct Outreach Librarian. The library has requested this position in the Library’s Program Planning & Assessment (PPA) document for several years. This part-time librarian would work at both at both the King City Education Center and the Alisal Campus several times a week teaching information literacy sessions, acting as a liaison between main campus and the center/campus, and networking with faculty and staff to build relationships between the library and the sites. The Outreach Librarian
would also network with librarians in similar positions, so that Hartnell can benefit from successful, innovative ideas and projects already in place at other colleges.

Another intervention intended to improve students’ access to course textbooks, has been to create small collections of reference books and textbooks for students to use at the King City and Alisal sites. An adjunct librarian has written a couple of grants to fund books and resources for these sites, but there is an ongoing need for new materials.

There is a recognized need for better communication between the library and both students and faculty. In order to inform and keep stakeholders current about the many services and academic, course-enriching resources available to them, the library will broaden its avenues of communication. To improve communication the library will use social media including Twitter and other tools to reach students, instead of relying on just email.

c. PREVIOUSLY SCHEDULED ACTIVITIES (Linked to previous PPA)

1. Evaluate the success of each completed activity since your last PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

Your previous PPA can be found through this link: Deborah http://www.hartnell.edu/2017-program-planning-and-assessment-reports-1

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<tr>
<th>Activity scheduled 2017</th>
<th>What success has been achieved to date on this activity?</th>
<th>What challenges existed or continue to exist?</th>
<th>When do you expect this activity to be completed?</th>
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<tr>
<td>1. Select a replacement integrated library system (ILS) and or an interim hosting option</td>
<td>Library staff decided to contract with the current ILS vendor for hosting services, in partnership with MPC and Gavilan (significant cost savings are achieved through the partnership).</td>
<td>Reaching agreement with library staff and college administration at all three colleges was a lengthy process.</td>
<td>The library went live with the new hosted system in October 2017. The migration was a seamless transition for our students.</td>
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<td>Explore digital platforms that display periodicals in a newsstand format such as BrowZine, Zinio, Flipster.</td>
<td>The library had a trial subscription to Flipster from EBSCO, an established library vendor. Five librarians provided feedback. Three librarians expressed enthusiasm for the product and could see possibilities for reaching new students and as a way of better serving students at Alisal and King City. Two librarians did not think students would use the service.</td>
<td>Finances are the major challenge. If financial resources are available in the 2016-17 periodicals budget, the library will begin a one-year pilot program of a small number of subscriptions (8-12). The Student Services Librarian has offered to market and publicize these new digital subscriptions. What is problematic for the library is that at times invoice bill dates (based on subscription dates of an academic year) do not align with fiscal timelines at the college. For example, careful budgeting resulted in the library having 2016-17 funding allocation for a specific subscription; however, budget restriction timelines prevented the use of those funds, which results in fewer resources for students.</td>
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