

# Comprehensive Program Review Report



## Program Review - Learning Resource Center

### Program Summary

#### 2021-2022

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**What are the strengths of your area?:** Tutorial Services (Math Lab and Tutorial)

**Accessibility:** Tutorial hours of operation are intended to ensure accessibility for students at all three COS campuses. Visalia Tutorial offers tutoring 5 days a week with evening hours Monday-Thursday offering a total of 73 hours per week with tutors in 13 subject areas in Accounting, Biology, Business, Chemistry, Computers, Psychology. We offer tutoring 6 days per week with tutorial services in Visalia with some online tutoring in Chemistry available to all students. Math lab has also offered ongoing online service during 2020-2021 which has been successfully used by many students. The online services were offered indiscriminately to all students who are taking a class with a math component and regardless of their main campus location. The online services help targeting difficult hours of coverage availability to Tulare and Hanford. The appointment base system with WC online was beneficial in scheduling and planning for the online session as students can upload documents such as assignments, reviews. NetTutor is an external tutoring provider that is available 24/7 and supports students in subjects not offered through COS tutorial centers and after hours.

**Staffing:** Visalia and Tulare tutorial are supported by a coordinator centered in Visalia and a Math Lab coordinator who spends 2 days each in Hanford and Tulare and one day at the Visalia campus. Hanford tutorial operates under Hanford Student Success staff. Student tutors are vetted for competency in subject areas and consist of diverse and representative backgrounds. Tutors undergo training at the start of each semester as well as once a month. TutorLingo online training is provided to supplement the live training opportunities. Senior Clerical Assistant position is currently a night and Saturday classified position. Visalia, Tulare, and Hanford Math lab are supported by a coordinator who distributes his time serving as a full-time tutor in Tulare and Hanford Monday through Thursday, and he is at the Visalia campus on Fridays. The Instructional specialist serves full time in Visalia. In addition, math faculty are scheduled daily for over the course of the busiest hours of operation on Visalia campus, online, and as available at Tulare and Hanford campus. Student tutors are vetted thoroughly for competency in mathematics subject areas and consist of diverse and representative backgrounds.

#### Design and usage:

During the 2020-2021 the General Tutorial offered all tutorial services only via zoom. In fall 2020 general tutorial had a total of 343 contacts among all tutorial centers. Spring 2021 we had 215 remote contacts. During the summer of 2021 we had 43 contacts and services were remote due to the covid restrictions.

Math lab is a working lab in which students may complete assignments and study independently or in small groups and can receive on-demand assistance from lab staff as they encounter difficulty or need explanation or modeling. In 2020-2021 year, the math lab had for fall 136 (V: 109, T: 17, H: 10) distinctive students with a total of 1503 visits (V: 1206, T: 232, H: 28). For the spring semester there was a total of 100 distinct students (V: 77; T: 19, H: 2, online 2) with a total of 1586 (V: 1212, T: 301, H: 6; online students: 67) visits. For the summer semester, attendance, we have a total of 18 different students, with a total of 183 appointments. Satisfaction rating: The 2019 Student Support Services Survey ("Mother Lode") reported high satisfaction with an average of 96% satisfaction rate for the Math Lab.

**Resources for CTE:** Resources for CTE: Over the summer of 2020, Math Lab staff compiled a library of videos of basic math skills that target the needs of CTE students. It also houses videos from COS Math Faculty that have made their lectures public.

**Outreach:** Marketing and outreach is done on three levels: through social media to all students, through faculty to students in

targeted courses and to students who face academic challenges in response to Early Alerts to help with retention in their classes. We offer class presentations, and we have a Canvas shell and update our webpage every semester.

**Tutor Training:** Tutors undergo training at the start of each school year. Tutors attend orientation before the semester starts as well as monthly training for the tutors. We also use TutorLingo for some training. Staff began working on application for CRLA tutor certification during Spring 21 and plans to submit in Fall 21.

**Student Satisfaction:** The 2021 MotherLode survey responses showed 97% were satisfied with services provided by district tutorial center, with Hanford showing 93% satisfaction, Tulare and Visalia earning 97% satisfaction rate. For Math Lab, 96% were satisfied with the services provided by district Math Lab with site specific rates as follows: Hanford: 92% satisfaction rate, Tulare: 94% satisfaction rate and Visalia garnering a 96% satisfaction rate.

#### LIBRARY/LEARNING RESOURCE CENTER (LRC)

The most obvious strengths of the Library/LRC are dedication, professionalism, talent, and positivity. During the COVID-19 crisis, the Library/LRC team came together and not only shifted service models to an online environment, but faced a tremendous workload with compassion, grit, and commitment. They stayed completely focused on the needs of students and faculty during one of the most challenging times in human history. Based on data and observed user behavior, the Library/LRC's focus was on communication and accessibility, which are vital in an online learning environment. Student technology and librarian support through chat and text platforms continue to be the primary communication avenue for students. As a result, to quickly support students migrate to the online learning environment. Through the Laptop and Hotspot Check-out Program, the library has processed 6671 requests since May 5, 2020. There are over 6051 laptops, Chromebooks, hotspots, mouse, and webcams in circulation through this program. In addition to the technology support, the library distributed 200 ThinkEDU giftcards to students for software and technology purchases as of 2019. In response to distance learning, equity, and accessibility, the library added over 300 course reserve textbooks to the collection for semester checkout. This funding was made possible through COVID CARES Act and in total costs \$71,791.84.

#### Ask a Librarian

Library/LRC The Library/Learning Resource Centers (LRCs) provide a wide variety of resources for students and faculty at all three campuses. Since the COVID-19 Pandemic and subsequent building closures, the Library/LRC has shifted services models and offers remote Librarian services that provide support for the changing needs of our students. Currently, the Ask a Librarian Program provides the following services 6 days a week Monday thru Saturday at 100% face-to-face at all campus sites in addition to 100% remotely via email, chat/text or phone call. This service supports:

- Citation help
- Locating textbooks, eBooks and articles online for free (including scanning and email chapters from our collection as needed)
- Research help (finding reliable sources for your class projects and assignments)
- Requesting printed library books for pick-up or mailing
- Accessing email
- MyGiant password reset
- Navigating Canvas
- Using Office 365
- Research help
- Connecting to other COS departments & staff
- Hotspot & Laptop checkout requests
- Textbook Scanning requests

#### Library Instruction (One-Shot)

The Librarians of the Library/LRC are available to conduct Library Instructional Orientations upon instructor request. These 1 - 2-hour orientations are conducted in collaboration with the instructor and teach students to navigate library resources relating to their course. In 2020 – 2021 academic year, 57 library instruction sessions were delivered to 1145 students virtually through Zoom. This is a significant decrease compared to 2019-2020 academic year where librarians delivered a total of 146 sessions and reached 3,502 students. Spring 2020 instruction sessions were less than in the previous spring semester, likely due to COVID-19 closure starting mid-March 2019. To date, librarians have delivered 30 instruction sessions and have reached 722 students.

#### Librarian Liaison Program

The Library/LRC Librarians take part in liaison responsibilities to support departments through collaboration and outreach. Librarians support faculties in identifying support materials and resources for their classes. Librarians continue to support faculty both during face-to-face and distance learning.

The Library/LRC hosts more than 80 academic databases containing thousands of full textbooks, magazines, journals, newspapers, videos, and other scholarly publications. These resources are chosen by librarians with input from faculty to meet the needs of our COS curriculum. These publications and books can be embedded in Canvas for our distance education students. In 2020- 2021, eBook usage decreased slightly overall across platforms, but increased within CREDO (see eBook usage 2016 - 2020 document).

To serve our campus community equitably, students and faculty can request books be sent to any campus location through the Library's OneSearch catalog system. It takes only 24-48 hours for a book to be sent to another campus. The library also offers "Ask a Librarian" email, which is an email reference service monitored by librarians across the district for distance education students, or students at campuses that are closed on Friday and Saturday. The Library/LRC has institutionalized how we support site locations by focusing more on inclusion into regular processes rather than creating separate processes or policies. Most recently, the Library/LRC is scheduled to launch the Hotspot and Laptop checkout program in both Hanford and Tulare in Fall 2019. This program expansion was made possible by the Program Review and Resource Allocation process. The technology loan program has drastically expanded due to the department's response to COVID-19.

#### Library Courses

Library (LIBR) 101, 102, and 103 courses are offered every semester, both face-to-face and online. However, in 2020-2021, all library courses were delivered online due to campus closure in response to the COVID-19 pandemic. In Fall 2021, 3 library courses are offered as hybrid asynchronous courses.

Library courses have an average success rate of 82% (see attached 2020 Program Review Data). The Information Competency GE Requirement was implemented in Fall 2013 and the Library/LRC ensures that students have every opportunity to complete this requirement in a timely manner. LIBR class sizes were increased from 35 to 38 for face-to-face pre-COVID (this is the capacity of the lab) and 40 for online courses. A variety of online and face-to-face classes are offered. As LIBR classes are 1 unit short-term, the division makes sure start days vary throughout the semester. Students also have the option of passing the no credit LIBR 490 Information Competency Exam offered online and students choose when to attempt the exam in Canvas.

Library 150: Research Skills Lifelong Learning is a 3-unit course that was developed to satisfy the CSU Area E Lifelong Learning GE Requirement. The course was approved through local curriculum and satisfied local GE requirements. During the approval process, the course was not approved for CSU Area E Lifelong Learning GE Requirement and is currently under further review.

#### Student Helpdesk

The Library/LRC in Visalia offers the Student Helpdesk to support students with technology and systems related questions. During library closure, the Student Helpdesk offered an online chat support called Zendesk Ticketing System where students can seek technology support remotely. Student Helpdesk services include:

- Troubleshooting hardware and software in the computer lab
- Canvas support
- Microsoft Office/365/OneDrive support
- Universal Log-in
- Unlocking dual log-in issues
- Directional assistance
- Printing/Copying/Scanning
- Emailing files
- Read and Write Gold and other Accessibility tools
- Navigation of COS information systems
- Formatting Documents (ex. APA and MLA templates)
- Remote AWS access

#### Library Services/Policies

To better serve our students and create a more responsive environment both face-to-face and remotely, the Library/LRC has implemented the following new services/policies as of Fall of 2021:

- Updated Borrowing Policies to increase access during library closure to make the following changes:
- Students can checkout library materials using any valid form of photo identification, not just a COS student ID.
- Loan periods for all collections were extended to a semester checkout.
- Course Reserves in Tulare and Hanford were moved to Visalia for mass circulation.
- Late fees for all library materials (excluding course reserves and technology) have been eliminated. However, replacement fees still apply for long overdue items along with a reduced, non-refundable processing fee.

- Increased accessibility and usability to the library online catalog.
- Library management system was updated with print and electronic resources.
- Increased librarian presence during face-to-face and distance learning: Since shelter-in-place in mid-March 2020, the Library/LRC increased librarian availability in three Ask a Librarian platforms: Zoom/Email, Chat, and Google Voice/Text. Most recently, the Library/LRC reopened its doors to provide in-person services in all three sites.
- Embedded librarian: Faculty have the option of embedding librarians directly within their Canvas courses which continued to be one of the highlights during the pandemic.
- Increased laptops, hotspots, webcams, and mouse availability through COVID funding to support distance education during campus closure and the COVID-19 pandemic.
- LRC seating and charging tables were added for social distancing and funded through Instructional Equipment Funds. This furniture was purchased through CalBennetts and totaled \$15,690.32.
- LibCal subscription for 200 seating was added to the existing SpringShare LibApp account to offer group student room reservation for library reopening in fall 2021. The total for subscription costs \$2,416.

#### Library Website

The Library/LRC took advantage of the district wide website redesign and invested time to create user friendly content that was accurate and relevant to students and faculty. In addition to creating pages that were inclusive for all sites, we designed pages to reduce clicks needed during navigation and created a robust Librarian and Faculty page to include staff photos, preferred pronouns, areas of expertise, services provided, and languages spoken to make our staff more accessible to both students and faculty.

In our last Student Support Services Survey, students reported a 98% satisfaction rate with Library/LRC services. When the data is disaggregated, we find that student groups all report similar satisfaction with the Library/LRC services (ex. 100% African American, 98% Hispanic, 98% multi-ethnicity). With no difference in satisfaction from first-gen or not first-gen).

In response to remote learning during COVID-19 quarantine, a Hotspot and Laptop online request form was added to the page to allow students to submit technology requests online during campus closure. Students were able to submit a request online. Once a request is received, library staff would prepare the technology equipment and contact the student to arrange a pickup date/time.

#### DISTANCE EDUCATION (DE)

A 2020-2021 program review action was to provide access and training to faculty in learning and teaching technologies so learning and teaching technologies may be used effectively and efficiently. A second action was systematic assessment of the workshops using faculty input. With the sudden move to online teaching in mid-March 2020, access to training increased exponentially. Participants shared their evaluations of the training.

#### DE OTCP Workshops

The Online Teaching Certification Program (OTCP) was offered in the Fall 2020, Spring and Summer 2021 semesters. 147 Instructors enrolled and completed the Online Teaching Certification Program.

Three DE Emergency Training workshops: 1) DE Legal Issues, 2) Equity in Online Teaching, and 3) Finish the OTCP were prepared and delivered between August 2020 and June 2021. The same three DE OTCP workshops were also offered between June 1 through August 6 to support instructors scheduled to teach in the Fall 2021. The summer 2021 OTCP series differed from previous semesters as it was taught by three faculty members as a result of Dr. Deborah Nolan's retirement in May 2021. During the summer 2021 OTCP series, 17 faculty completed the program before August 1.

Since Dr. Nolan's retirement, a DE Coordinator one-year temporary position was opened during Summer 2021. No suitable candidate was selected to fill the position, and this could be due to multiple reasons brought upon by the COVID-19 pandemic (e.g., relocation and job security). To further support DE, a full-time tenure track Distance Education (DE) Coordinator position is critical to support faculty and students during this incredible challenging time and distance learning.

#### Website

One click away from the COS home page (cos.edu), the Online Learning website was revised by Jeremy Tierce and Dr. Mai Souza Lee to provide one location for online teaching and learning resources for students and faculty.

**What improvements are needed?:** Tutorial Services (Math Lab and Tutorial)

Top recommendations from students who completed the Motherlode Survey were to improve advertising of services, increase hours of availability of tutors, increase the subjects for which tutoring is offered, and provide face to face tutoring.

#### Tutorial Task Force Recommendations:

- \*Review the tutorial services offered among these two areas and MESA and better align the services and remove unnecessary duplication. (completed)
- \*Training-establish basic training requirements for all tutors and specific training requirements for specific areas and re-establish the tutor certification program
- \*Align all tutorial services into a single program review to address common SAOs and address interplay between the different tutorial services.
- \*Creating a Learning Assistance course for Spring 21/Fall21 to replace the library 425 course.
- \*Attendance Accounting System: The current attendance accounting system, which was already under strain and in need of replacement, did not translate to remote operation, so, an accurate accounting of contacts is not available beyond mid- March, 2020. A two-year contract for Accudemia was purchased in the spring and is awaiting support from IT with implementation and expect that to be operational late October/early November. (Completed and currently using). This new system needs to be evaluated before committing to continuing contract.
- \*Continue to find ways to recruit and hire tutors at the off sites.

8) Improve marketing and outreach to increase attendance at tutorial centers at all three sites.

9) In preparation for the new Educational Support Services building opening in Fall 23 and in response to reorganization at the dean level, it is necessary to review the organizational structure of Tutorial Services to ensure effective services to students.

In addition, as Math Lab and General Tutorial have become part of a larger Educational Support Services division which also encompasses the Writing Center and the Language Center, the following structural changes are recommended:

Hire a Senior Instructional Specialist (Math) for Hanford/Tulare who can provide tutoring and support the tutorial areas when coordinator is off site--ensuring there is math support at Tulare & Hanford at least 4 days a week.

Update job description for Tulare Writing Center Instructional Specialist to expand duties to better serve the site—possibly similar to Hanford Instructional Specialist job duties.

Hire one director to oversee tutorial services and early alert, providing direct supervision to all of the coordinators and instructional specialists.

Reconfigure responsibilities of Math Lab, Writing Center and General Tutorial coordinators to provide strong site-based coordinator oversight for Tulare and Hanford campuses.

Reconsider the need for 3 coordinators once all tutorial services are in a single building.

#### LIBRARY/LEARNING RESOURCE CENTER (LRC)

Library/LRC Awareness: Our data from the Student Support Services Survey shows that students are not aware of many of the services the Library/LRC offers, including weekend hours. Comparing 2017, 2018, 2019, and 2020 data from our survey shows the Library/LRC has made some gains in awareness. This has improved in the 2021 survey data; however, the Library/LRC still needs to invest resources in making sure students and faculty are aware of what the Library/LRC has available to support them. Many students commented that they wish they knew about the Library/LRC services offered earlier in their career at COS.

Student responses to instructional session evaluations and class evaluations also mirror the request that the Library/LRC make more of an effort to inform students of the many services provided by the department. For the first time in Fall of 2019, the Library/LRC has developed student newsletters that will be emailed and available on the Library/LRC website homepage.

It is clear that the COVID-19 pandemic impacted multiple levels of daily library operations and functionalities, especially the library circulation staff. Staff worked beyond required hours to support students with technology and systems support as well as with the processing and circulation of the technology loan program. To support full-time classified library staff during remote operations in processing over 2000 laptops and 500 hotspots in response to distance learning, two part-time Student Technology Support staff were hired through COVID CARES Act funding during summer 2021. The two support staff worked a maximum of 20 hours per week. Currently, the Library only has one Student Technology Support staff to manage the technology loan program. This position will conclude in December 2021 and a permanent position to fill this gap is required. Creating new system would not be necessary if the library has a permanent Library Operations Coordinator in place who would support the technology loan program as well as library management systems.

Hire a full-time tenure track Systems and Technology Librarian to manage the Library/LRC's learning management system (LMS),

participate in the statewide Library Services Platform (LSP), and provide access to the Library/LRC's online resources that are accessed through the online OneSearch catalog and academic databases.

Reclassify one of the Library Specialist positions to a full-time permanent, 12-month, Library Operations Coordinator to manage the daily operations of the library circulation environment beyond the scope of a library specialist to continue uninterrupted support and services of the Library/LRC.

Hire a 12-month, permanent part-time Student Help Desk support staff, Instructional Assistant-Lab Setting to carry the District through summer school and during normal library hours of operation in supporting students with technology and software related issues.

#### DISTANCE EDUCATION (DE):

Distance Education (DE) provides valuable services for all faculty, not just DE faculty. Changing the name of the DE department to Instructional Technology and Distance Education will improve the level of awareness of the fact that DE department services are available to all faculty. The adoption of service area outcomes for the DE department will provide focus for needed services. The Distance Education coordinator is knowledgeable about making instructional materials accessible for people with disabilities, but the department does not have the capacity to serve the entire District in its accessibility efforts. As Canvas usage grows, the need for student and faculty support does too. We have had reports from faculty and groups such as Puente, AAC, librarians, and the Language Center that Canvas can be a barrier for students. Circulation and Student Helpdesk students are now cross trained in both desk areas to better provide service to students, faculty, and staff.

Hire a full-time, tenure track Distance Education (DE) Coordinator to increase professional development opportunities for faculties and participation of District employees in support of improving online learning effectiveness. Provide access and training to faculty in learning and teaching technologies so learning and teaching technologies may be used effectively and efficiently. Implement statewide initiatives in compliance with distance education.

#### **Describe any external opportunities or challenges.:** Tutorial Services (Math Lab and Tutorial)

With the advent of AB 705, the non-transferable math courses that students took have disappeared and many students instead took a co-requisite class to receive math support. As a result of students receiving support in the co-requisite class, there has been a decrease in the overall sessions for fall 2019 compared to 2018, as students now access similar support through co-requisite courses and embedded tutors. In addition, with the increase of students passing their math requirement in a single semester,

COVID 19: In March, a sudden shift in method of providing services occurred because of a "stay at home" order. Students and staff in General Tutorial and Math Lab had to learn to use the MyWOnline platform and zoom to provide tutoring. A great deal of time went into learning to use this platform and then educating the student body on how to access online tutoring. There was a notable drop off in attendance at both general tutorial and math lab. While tutorial staff increased their outreach and marketing after the shift occurred, the COS results from the statewide COVID-19 Impact Surveys administered in summer of 2020 indicate that 33% of the students surveyed found it difficult to access tutoring and writing center services. Having a proper training video for students in how to sign up for online tutoring has been helpful, and it has been implemented on the website as well.

The greatest challenge in 2020-2021 was attendance. There was a notable drop off in attendance at tutorials in 2020-2021. The COS results from the statewide COVID-19 Impact Surveys administered in summer of 2020 indicate that 33% of the students surveyed found it difficult to access tutoring and writing center services. In addition, numerous students indicated that they preferred to have face to face tutoring available during the pandemic. Numerous other students indicate that they were not aware of the services that were available.

#### LIBRARY/LEARNING RESOURCE CENTER (LRC)

Growth: The Library/LRC has an opportunity to grow with the College. The COS Master Plan, developed in preparation for the next 10 years, projects steady growth of the Library/LRC and College as a whole. For 2020 – 2021, door count decreased for all sites in response to the COVID-19 pandemic and campus closure. Due to remote services starting in mid-March 2019, door counting was stopped (see Door Count 2013 – 2020 and individual door counts for each site).

Increased Awareness: Increasing student and faculty awareness of Library/LRC services is an opportunity for the Library/LRC to increase the number of students served, thus promoting student success. With the end goal of increasing student awareness, the Library/LRC aims to foster a collaborative relationship with COS faculty through a Librarian Liaison Program. This program assigns every COS degree/certificate program to a Librarian who will become the contact for faculty in that subject area. The Library Liaison Program was partially implemented in 2013/2014 and has successfully expanded ever since (see attached liaison



assignment example). The new COS website allowed Library/LRC to review current pages and reduce repeated content to make navigation succinct. The new Library/LRC page allows for individual photographs and bios so faculty, staff, and students may better recognize Library Liaisons and staff. A chat feature (Zendesk) was added to the Student Tech Support webpage to help support students in technology, software, and systems related questions. This service is monitored by two instructional assistants-lab setting staff members.

**Institutionalize Database:** In the 2018-19 Academic Year, the Library received Foundation funding to purchase access to Kanopy, a streaming film database. The Library/LRC was awarded an additional \$10,000 for this database in 2019 – 2020. (See Kanopy Pilot Database Subscription document/letter). Kanopy provides faculty, staff and students access to more than 30,000 documentaries, instructional and feature films. The library applied for and received this funding after briefly piloting the service in Spring 2018. Data from the pilot indicated faculty from multiple disciplines were interested in using the product for instruction. During 2018-19, the database was used heavily: more than 81,500 minutes of Kanopy content were viewed by COS users, and titles were played more than 3,200 times. This significantly increased in 2019 – 2020 to 302.2 thousand minutes and title 10,700 plays. Maintaining funding sources for Kanopy (either through base-budget augmentation or continued Foundation funding) will allow the library to continue providing a heavily used, popular service that has become more crucial due to the COVID-19 pandemic.

**Technology Support:** Technology continue to be utilized for student learning in the face-to-face and online platforms. The cost of high-speed internet access may be financially unfeasible for economically disadvantaged students, especially those from rural areas. According to the Federal Communication Commission's 2018 Broadband Progress Report, only nine percent of rural residents in Tulare County have access to fixed mobile and LTE internet (Federal Communication Commission, 2018). This is a huge disparity and students without high-speed internet access at home often must rely on on-campus options (such as the COS Library computers), or on public libraries. In addition to lack of access, students need more and more support in the use of technology. This has put a strain on our Student Helpdesk that only has 2 part-time (20 hour/week) employees to cover 62.5 opening hours in Visalia, which leaves 22.5 hours unstaffed at the Student Help Desk. One employee covers peak times and the other covers evenings; this leaves many gaps that are staffed by only student workers and no overlap to provide consistency or training opportunities. To provide equitable Student Help Desk services and support during library hours of operation in Visalia, an additional part-time instructional assistant-lab setting working 20 hours/week is required to fill the gaps, primarily in the morning. This addition would ensure the Library/LRC provides adequate support staff coverage to effectively support students, faculty, and staff.

**Proper Support Staff:** Providing adequate support staff is key to the functionality of the Library/LRC. In previous years, full-time classified staff have unofficially worked out of class and carried out duties that fall outside of their job description. In response to working staff within class, a Library Operations Coordinator is an essential addition to the library staff team and would support in providing the following:

- Student technology support
- Statewide systems implementation, management, and configuration
- Support faculty librarians in library management systems and updates
- Collection development (excluding Course Reserves)
- Coordinate technology loan program
- Records of circulation, reports, ILL, technology use
- Website maintenance
- Coordination with other campus departments on specialized collections

To support the library's systems and technology needs, a full-time, tenure track Systems and Technology Librarian position is necessary. This position directly supports the connectivity of library online resources and database for the District. The role of the Systems and Technology Librarian ensures the accessibility of information remains continuous. This role directly supports the Library/LRC's library management system and technology. This is a core position and presently exists at most colleges.

## DISTANCE EDUCATION (DE)

The District's COS COVID-19 Employee Impact Survey Report (August 2020) discovered that over half of the instructors (58%) that participated in the survey had no experience with online teaching before the COVID-19 pandemic. They reported the following concerns:

- Students not maintaining previous levels of engagement
- Instructor's personal preference for face-to-face teaching and learning
- Difficulty creating a sense of community with their students
- Limited knowledge of options for distance education course delivery

- Uncertainty about how to assess student learning online
- Lack of familiarity or comfortability with distance education applications/tools

The DE Coordinator learned by working with nearly 260 instructors in office hours and workshops between April and August that many instructors are at novice levels in their technology use and could benefit from focused basic support for understanding how to use browsers, manage files, use video meeting applications, and troubleshoot Canvas, to name but a few essential tasks. Additionally, as revealed in the COVID-19 Impact Survey, many instructors are faced with building online courses without knowing about all the options available to them for distance education course delivery. It is essential that the DE Coordinator continues to provide distance education support through workshops and training materials.

**Overall SAO Achievement:** Tutorial Services (Math Lab and Tutorial)

There is a need to establish SAOs for this area.

#### LIBRARY/LEARNING RESOURCE CENTER (LRC)

Library/LRC: Improve the Library/LRC Environment and Increase Awareness of Library/LRC Services: Both SAOs are active and will be using data from the 2017 Student Support Services Survey for assessment. The Library/LRC has been responsive to issues addressed in the 2015 Student Support Services Survey and was featured in the district wide campaign "You Speak, We Listen". Overall, the Library/LRC saw an increase in satisfaction, with an overall 96% of students stating they are satisfied with the services they receive from the Library/LRC. There was a 4% decline in students reporting "not aware" of services.

#### DISTANCE EDUCATION (DE)

Distance Education: Provide access and training to faculty in learning and teaching technologies so learning and teaching technologies may be used effectively and efficiently. Systematically assesses these services using faculty input.

Provide support to faculty to ensure Canvas instructional material accessibility and support District-wide compliance with Section 508 of the Americans with Disabilities act.

**Changes Based on SAO Achievement:** LIBRARY/LEARNING RESOURCE CENTER (LRC)

Due to a small increase in awareness, we were able to identify the marketing and outreach strategies were successful, but additional strategies needed to be developed. Based on this assessment, we have developed student newsletters and an email campaign. Based on the increased satisfaction we have institutionalized the Study Room Reservation which raised student satisfaction of study rooms by 3%. We have also institutionalized the pilot Laptop & Hotspot Checkout Program and Saturday Visalia hours.

**Outcome cycle evaluation:** LIBRARY/LEARNING RESOURCE CENTER (LRC)

Library/LRC: Each year our SAOs are assessed. Each year one of the three library courses is assessed. These assessments are discussed at Dialogue Days each semester with broad, effective department participation.

**Overall SLO Achievement:** Tutorial Services (Math Lab and Tutorial)

There is a need to establish SLOs for this area.

#### LIBRARY/LEARNING RESOURCE CENTER (LRC)

LIBR 423 was deleted through the Curriculum Committee in Fall 2016, as the course was no longer offered. Through the process, LIBR 425 has been moved from the Library to Learning Assistance (LA). This process has been initiated and will be completed in the 2021-2022 academic year.

#### LIBR 101

During Spring 2018 Dialogue Days, librarians discussed modifying the SLO for LIBR 101 to reflect the Association of College and Research Libraries' "Framework for Information Literacy for Higher Education." Librarians collaborated to create a shared assignment and rubric that would assess the new SLO. The new SLO is: "Students will identify diverse sources of information in order to evaluate and use resources appropriately for their information needs." Library 101 had 216 total registered students in fall 2018 and 96 of them were online. 210 were registered in spring 2019, with 143 of them online.

#### LIBR 102

Outcomes for LIBR 102 will be assessed in 2018-2019 academic year. The current outcome is "Students will be able to determine whether a website is appropriate for a research paper," with a 90 percent target goal. As with LIBR 101 and 103, during Dialogue Days, librarians will discuss updating the outcome to reflect the Association of College and Research Libraries' "Framework for



Information Literacy for Higher Education.” Library 102 had 86 total students and 57 of them were online. 118 were registered for spring 2019, 91 of them were online.

#### LIBR 103

Library 103 had 52 total registered students and 32 of them were online. 84 were registered for spring with 41 online. The outcome for LIBR 103 was assessed and revised during the 2016 – 2017 academic year. The outcome will be assessed in 2019 – 2020 academic year.

#### Changes Based on SLO Achievement:

## Action: 2021-2022 Systems and Technology Librarian, Full-time, Tenure-track

Manage the Library/LRC’s learning management system (LMS), participate in the statewide Library Services Platform (LSP), and provide access to the Library/LRC’s online resources that are accessed through the online OneSearch catalog and academic databases.

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**Implementation Timeline:** 2021 - 2022

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**Identify related course/program outcomes:** Increase the accessibility of online academic resources, participate in the statewide Library Services Platform (LSP) to enhance resource accessibility, and manage library management systems. Participate in library liaison duties, serve on campus committees, carry out reference and instruction responsibilities relative to subject disciplines, and teach library courses.

**Person(s) Responsible (Name and Position):** Dr. Mai Soua Lee, Director of Learning Resources and Librarians

**Rationale (With supporting data):** The previous Systems and Technology Librarian left this position in March 2019. During the remainder of spring and summer 2021, three adjunct librarians were hired to support this essential role. A one-year temporary recruitment was initiated, and the temporary librarian is currently in this role. The full-time, tenure-track Systems and Technology Librarian will continue to provide support for the following:

- Library Services Platform (LCP) lead
- Library Management Systems (LMS)
- Alma/Primo configuration
- Cataloging and collection management
- Liaison and reference responsibilities
- Outreach and instruction duties
- Teach library courses
- Provide training for staff in systems and technology

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Resources Description

**Personnel - Faculty** - Hire a full-time tenure track Systems and Technology Librarian. (Active)

**Why is this resource required for this action?:** This is currently an existing position; however, it is a one-year temporary assignment. The Systems and Technology Librarian permanent position will be a replacement. Currently, there is a one-year temporary librarian in this position. The assignment will end in May 2022. In order to fully support student, faculty, and staff with library management systems and manage the Library Services Platform, a full-time, tenure track Systems and Technology Librarian position is vital to the systems and technology operations of the Library. This is an important and unique position at most colleges.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 100000

### Link Actions to District Objectives

District Objectives: 2018-2021

# Program Review - Learning Resource Center

<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 2.3</b> - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.
<b>District Objective 2.4</b> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
<b>District Objective 3.1</b> - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.
<b>District Objective 3.2</b> - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## Action: 2021-2022 Distance Education (DE) Coordinator, Full-time, Tenure-track

Carry out statewide DE initiatives, provide access to online learning platforms, and facilitate training workshops to faculty about learning and online technologies to effectively and efficiently. Serve on statewide committees and local committees to lead projects related to distance learning and education.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Increase professional development opportunities for faculties and participation of District employees in support of improving online learning effectiveness. Provide access and training to faculty in learning and teaching technologies so learning and teaching technologies may be used effectively and efficiently. Implement statewide initiatives in compliance with distance education.

**Person(s) Responsible (Name and Position):** Dr. Mai Soua Lee, Director of Learning Resources

**Rationale (With supporting data):** The previous DE Coordinator retired in May 2021. A one-year temporary recruitment was initiated; however, no suitable candidates filled the temporary position. The permanent DE Coordinator will continue to provide training for the following topics:

- Online teaching certification
- Canvas - Office 365
- Accessibility, copyright, equity, and legal aspects of distance education
- COS technology systems
- Universal Design for Learning
- Online Educational Resources (OER)
- Co-chair/serve/attend committees: Educational Technology Committee (ETC), Distance Education at College of the Sequoias (DECOS) Committee, Academic Senate Executive Committee, and statewide DE Coordinator Committees
- Provide online certification workshops
- Communicate and market support directly to faculty and students
- Encourage faculty to embed tutorials
- Create tutorials as needed
- Be an advocate for the Canvas support needs of students

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

# Program Review - Learning Resource Center

Safety/Mandate Explanation:

## Resources Description

**Personnel - Faculty** - Hire a full-time, tenure track Distance Education (DE) Coordinator. (Active)

**Why is this resource required for this action?:** This position currently exists on campus and is a replacement. This is a core position at most institutions. In order to support faculty and institutionalize statewide DE initiatives, a permanent DE Coordinator position is required to support faculty to improve the effectiveness of distance education.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 120000

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 2.3</b> - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.
<b>District Objective 2.4</b> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
<b>District Objective 3.1</b> - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.
<b>District Objective 3.2</b> - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## Action: 2021-2022 Update Educational Support Services organizational structure to better meet student learning needs at all three campuses

Add a part time instructional specialist-Math to provide consistent math support 4 days a week at Tulare and Hanford. Restructure to eliminate a coordinator position and add a director to provide supervision to coordinators and instructional specialists, increase breadth of services provided by Tutorial services and strengthen early alert responses. Evaluate the need for 2 writing center instructional specialists at Hanford and Tulare.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District goal 2.1 reduce equity gaps in course success rates across all departments by 40% from 2021-2025

**Person(s) Responsible (Name and Position):** Angela Sanchez, Dean, Educational Support Services

**Rationale (With supporting data):** Historically, faculty have been present to support in person math lab during a great deal of the time that the coordinator is not present on the Hanford and Tulare campuses. This year, faculty continues to support, but have opted to provide largely online tutoring only leaving Hanford and Tulare with no staff math instructional specialist or faculty 2 days a week. Adding a 24 hour math lab specialist would allow for instructional specialist presence 4 days a week, irregardless of faculty scheduling. In addition, faculty hourly is underspent each year, so there is the possibility of making a slight

# Program Review - Learning Resource Center

reduction to that budget to offset some of the cost for a classified position.

In 2020, the associate dean, who served as director of tutorial services, was reclassified to dean, adding the Language and communication studies and Health center to the areas of oversight. This increase in faculty and program supervision has reduced the amount of time available to oversee the day to day operation of tutorial services and a manager is needed to provide supervision, evaluation and program guidance.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Classified/Confidential** - 10 month, 24 hour part time Instructional Specialist-Math (Active)

**Why is this resource required for this action?:** To ensure staff support in mathematics at Hanford and Tulare 4 days a week, independent of faculty tutoring schedules

**Notes (optional):** This cost may be offset if it is determined to reduce one instructional specialist for the Hanford site and instead share the Tulare WC Instructional Specialist between Hanford and Tulare

**Cost of Request (Nothing will be funded over the amount listed.):** 35000

**Personnel - Management** - Director, Educational Support Services (Active)

**Why is this resource required for this action?:** Since the position associate dean was restructured in 2020 to dean, with the addition of Language and Communication Division, the level of day to day direct support and oversight to tutorial and early alert programs has been impacted and additional managerial support is needed. In order to provide an expanding range of high-quality tutorial services to students and classroom-based tutorial support for students and faculty, there is a need for a manager who provides day to day, in-the-weeds level support for Tutorial staff, along with coordination with faculty, tech services and LRC. Upon opening the new ESS building, this person would be responsible for the day to day operation of all tutorial services in the building. In addition, the current coordinator position is unable to provide line of site supervision due to updated minimum qualification requirements and would require reclassification. The tutorial services and desk support offered in General Tutorial could easily be encompassed in the supervisory duties of the new Tutorial Services Director.

Tutorial services is going through an evolution that is being driven by a number of factors:

Strategic plan action items to expand Supplemental Instruction and Embedded Tutor/Augmented Instruction Tutors to improve student success

Updated minimum qualifications for "coordinator" positions to provide line of site supervision calls for MA level education. Consolidation into a single Learning Assistance department driven by previous task force work COS Strategic Plan Item 2.3.6 Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).

Restructure of Associate Dean of Educational Support Services to Dean with added areas of Language and Communication Division and Health Center

Transition from EIS based student attendance accounting system to Accudemia

Addition of Early Alert outreach to students regarding related tutorial services

Tutorial Services, which includes General Tutorial, Writing Center, Math Lab and Language Center operates with 4 classified coordinators, 1 faculty coordinator, 10-15 faculty tutors, 6 instructional specialists, 1 senior clerical assistant. All except the faculty tutors require direct supervision and evaluation by a manager.

There are tutorial services offered at Hanford, Tulare and Visalia campus. There is a need for increased supervision and support at Hanford and Tulare campuses to improve services and relieve demand on Center administration and non-tutorial staff.

There are 50-60 center-based tutors and 40-50 classroom based tutors that are part of the program offerings.

Tutorial services has begun expanding workshop offerings to support a variety of student learning needs, including technology use. Continued expansion of workshops and online resources for students to support a wide range of study and organizational skills is in the planning stages with the new Tutorial Services Work Group, which serves as an advisory committee and provides faculty participations in areas that are 10+1 in nature.

**Notes (optional):** Cost is difference between current coordinator and director cost at range 26.

**Cost of Request (Nothing will be funded over the amount listed.):** 90000

# Program Review - Learning Resource Center

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 2.3</b> - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.
<b>District Objective 3.1</b> - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.
<b>District Objective 3.2</b> - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level

## Action: 2021-2022, 2020-2021 Establish ESS program review to encompass all tutoring services, Supplemental Instruction and embedded tutors (Augmented instruction.)

Establish a single separate ESS program review to encompass all tutoring services

Leave Blank:

Implementation Timeline: 2020 - 2021, 2021 - 2022

Leave Blank:

Leave Blank:

**Identify related course/program outcomes:** 2.3.6 Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).

**Person(s) Responsible (Name and Position):** Angela Sanchez, Dean, Educational Support Services

**Rationale (With supporting data):** This is a recommendation from the 2019 Tutorial Task Force in response to COS strategic plan item 2.3.6: Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction). In order to fully integrate and align peer academic support programs, a full annual evaluation and improvement cycle will allow for ongoing analysis of the strengths and needs for each areas and will allow for consideration of the interplay between each program to best utilize resources. A common set of Program outcomes and student achievement outcomes could be measured and compared among programs to support decisions that optimize the use of resources and promote higher levels of students success.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## Action: 2021-2022, 2020-2021 Tutor Certification

Re-establish and sustain a tutor certification process

Leave Blank:

# Program Review - Learning Resource Center

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Previous Strategic Plan Item 2.3.6 Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).

**Person(s) Responsible (Name and Position):** Hernan, Math Lab Coordinator, TBD, Tutorial Coordinator

**Rationale (With supporting data):** Recommendation from Tutorial Task Force, ensuring a well-trained tutorial staff will improve level of support for students and result in higher levels of success.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

**District Objective 2.3** - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

## Action: 2020-2021 Faculty Development – Instructional Technology and DE

Provide access and training to faculty in learning and teaching technologies so learning and teaching technologies may be used effectively and efficiently. Systematically assesses these services using faculty input.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Increase professional development opportunities for and participation of District employees in support of improving operational effectiveness.

Provide access and training to faculty in learning and teaching technologies so learning and teaching technologies may be used effectively and efficiently. Systematically assesses these services using faculty input.

**Person(s) Responsible (Name and Position):** Deborah Nolan, Distance Education Coordinator and Mary-Catherine Oxford, Director of Learning Resources

**Rationale (With supporting data):** Faculty have indicated interest in training in instructional technologies. According to the Spring 2019 DE department survey of faculty (52 respondents), faculty are interested in training for the following topic (Canvas being #1):

- Online teaching certification
- Canvas
- Office 365
- Accessibility
- Copyright
- COS Technology systems
- Universal Design for Learning
- OER

The COVID-19 Pandemic and subsequent move to predominately online offerings has only increased the need for Instructional Design support.

A full-time Instructional Designer, would support students by:

- providing student workshops
- communicate and market support directly to students



# Program Review - Learning Resource Center

- encouraging faculty to embed tutorials
- create tutorials if needed
- train Library/LRC Help Desk staff to improve Canvas support
- be an advocate for the Canvas support needs of students
- work to create more support for online students

The Giant Questionnaire from 2017 revealed that faculty are interested in instructional technology training. 67% of faculty surveyed are very or moderately interested in instructional training opportunities (246 respondents).

Faculty training in instructional technology topics supports District Objective 4.3.1: Implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation.

Faculty training in instructional technology topics also supports ACCJC Standard III: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Classified/Confidential** - Hire an Instructional Designer to work with all faculty utilizing instructional technology. (Active)

**Why is this resource required for this action?:** This position does not exist on campus. This is a core service and most institutions. In order to support faculty, a support position is required with the expertise required to work with faculty to improve the effectiveness of their use of instructional technology

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 90000

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.3** - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

**District Objective 3.2** - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

**District Objective 4.2** - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

**District Objective 4.3** - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## Action: 2021-2022, 2020-2021 Maintain Access to Streaming Video for Courses

Institutionalize streaming video database.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

**Person(s) Responsible (Name and Position):** Librarians and Library/LRC Administrative Assistant

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**Rationale (With supporting data):** Between 2018-20 Academic Year, the Library received Foundation funding to purchase access to Kanopy, a streaming film database. The Library/LRC was awarded an additional \$10,000 for this database in 2020 – 2021. (See Kanopy Pilot Database Subscription document/letter). Kanopy provides faculty, staff and students access to more than 30,000 documentaries, instructional and feature films. The Library applied for and received this funding after briefly piloting the service in Spring 2018. During 2019- 20, the database was used heavily: more than 299.8 thousand minutes of Kanopy content were viewed by COS users, and titles were played more than 10,600 times. This significantly increased in 2020 – 2021 to 454.6 thousand minutes with 16,400 plays. Maintaining funding sources for Kanopy (either through base-budget augmentation or continued Foundation funding) will allow the Library to continue providing a heavily-used, popular service that has become more crucial due to the COVID-19 pandemic. Previous funding sources will not be available to continue support in providing this service and resources to students, faculty, and staff.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Adjustment to Base Budget** - Funding for licenses to access streaming video. (Active)

**Why is this resource required for this action?:** In the 2020-21 Academic Year, the Library received Foundation funding to purchase access to Kanopy, a streaming film database. The Library/LRC was awarded an additional \$10,000 for this database. A base budget augmentation is needed to maintain and continue this service. The previous funding will no longer be available to support this service/resource.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 10000

**Related Documents:**

[Kanopy Database Pilot Subscription Award Letter 2019-2020.pdf](#)

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

**District Objective 2.3** - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

## Action: 2020-2021 Define and align tutorial services

Define and align tutorial services to minimize confusion and avoid unnecessary duplication of services.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Strategic plan item 2.3.6 Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).

**Person(s) Responsible (Name and Position):** Hector Facundo, Math Lab Coordinator, Sandy Williams, Tutorial Coordinator, Charles Rush, MESA coordinator

**Rationale (With supporting data):** Ensuring that tutorial services are properly aligned and communicated will result in students, faculty and staff accessing needed support more effectively and will result in more efficient use of resources.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

# Program Review - Learning Resource Center

## Action: 2019-2020 Math Lab Analysis of Services (Continued)

Monitor and analyze the impact of AB705 on student attendance and success rates for students who attend math lab relative to their enrollment in co-requisite math courses.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Overall increase in student success rates in math courses, including students with and without math lab services.

**Person(s) Responsible (Name and Position):** Hector Facundo, Math Lab Coordinator

**Rationale (With supporting data):** Math Lab is one support opportunity for students to succeed in Math. With the advent of AB 705, there are students who are accessing similar support through co-requisite courses and embedded tutors.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** AB 705

### Resources Description

To be completed with current resources. (Active)

**Why is this resource required for this action?:**

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):**

### Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.3** - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

## Action: 2019-2020 Attendance System for Math Lab and General Tutorial (continued)

Implement a reliable software system to track and extract student attendance and other related data for Math Lab attendees.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Increase student success in math courses.

**Person(s) Responsible (Name and Position):** Angela Sanchez

**Rationale (With supporting data):** The current system is an older and unreliable system that goes "down" with some regularity. In addition, a variety of staff has reported that extracting data is difficult, with requests for large data points causing the system to crash.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** Apportionment is associated with student attendance accounting, so accurate, reliable accounting software is needed.

### Resources Description

**Technology** - Software system to effectively track student attendance at tutorial centers (Math lab, Writing Center, General Tutorial and Language Center) at all three campuses (Active)

# Program Review - Learning Resource Center

**Why is this resource required for this action?:** see rationale--for apportionment and accurate tracking.

**Notes (optional):** Estimated \$35,000 annual subscription cost. A cost estimate for all tutoring programs that accrue apportionment should be investigated. This can be paid through Basic Skills fund

**Cost of Request (Nothing will be funded over the amount listed.):** 35000

**Related Documents:**

[Accademia Institution 3 Centers.pdf](#)

**Technology** - Annual subscription to a web-based software for attendance accounting. (Active)

**Why is this resource required for this action?:** Current system is outdated and unreliable. Frequent outages result in under-reporting attendance, which has negative fiscal impact.

**Notes (optional):** The software would be used by Math Lab, Tutorial, and Language center.

**Cost of Request (Nothing will be funded over the amount listed.):** 35000

**Related Documents:**

[Accademia Institution 3 Centers.pdf](#)

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 4.1** - Increase the use of data for decision-making at the District and department/unit level

## Action: 2019-2020 Marketing and Outreach for tutorial services

Increase student awareness of all tutorial services hours, service and locations through a marketing and outreach campaign.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 2021-2025:

3.2 Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level

Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

District Objectives: 2018-2021

District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

**Person(s) Responsible (Name and Position):** Angela Sanchez

**Rationale (With supporting data):** Mother Lode survey data indicates that nearly many students are not aware of the tutorial services that are available.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** AB 705

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.3** - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

## Action: 2021-2022 Library Classified Support Staff - Library Operations Coordinator, Permanent 12-month

Reclassify one Library Specialist position to Library Operations Coordinator in order to manage the daily operations of the library circulation environment beyond the scope of a library specialist to continue uninterrupted support and services of the Library/LRC.

**Leave Blank:**

# Program Review - Learning Resource Center

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

**Person(s) Responsible (Name and Position):** Dr. Mai Soua Lee, Director of Learning Resources

**Rationale (With supporting data):** Provide adequate support for the library staff on daily duties and functionality of the Library/LRC. In previous years, full-time classified staff have unofficially worked out of class and carried out duties that fall outside of their job description. Aligning to other college classified positions is a Library Operations Coordinator. This is a core position at most colleges and would support the library staff team in providing the following support beyond a library specialist's limited role:

- Student technology support
- Support Systems and Technology Librarian on statewide systems implementation, management, and configuration within the scope of account management and configuration
- Support faculty librarians in library management systems and updates
- Collection development (excluding Course Reserves)
- Coordinate technology loan program
- Records of circulation, reports, ILL, technology use
- Website maintenance/responsibilities
- Coordinate with other campus departments on specialized collections

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Classified/Confidential** - Reclassify one of the Library Specialist positions to a full-time permanent, 12-month, Library Operations Coordinator. (Active)

**Why is this resource required for this action?:** This position does not exist on campus. This is a core position at most institutions. In order to support faculty, a support position is required with the expertise required to work to improve the effectiveness of daily library operations beyond general library specialist duties.

**Notes (optional):** Since this is a reclassification rather than a new position, the difference illustrated here is the cost between the current position and the reclassified position.

**Cost of Request (Nothing will be funded over the amount listed.):** 10000

**Related Documents:**

[Library Operations Coordinator Job Description.pdf](#)

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 4.1** - Increase the use of data for decision-making at the District and department/unit level

**District Objective 4.2** - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

**District Objective 4.3** - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## Action: 2021-2022 Student Help Desk Support Staff – Instructional Assistant-Lab Setting, Part-time, Permanent 12-month

Institutionalize a 12-month Student Help Desk support staff to carry the District through summer school and during normal library hours of operation in supporting students with technology and software related issues.

**Leave Blank:**

# Program Review - Learning Resource Center

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

**Person(s) Responsible (Name and Position):** Dr. Mai Soua Lee, Director of Learning Resources

**Rationale (With supporting data):** The Library/LRC in Visalia offers the Student Helpdesk to support students with technology and software related questions. During library closure, the Student Help Desk offered an online chat support called Zendesk Ticketing System where students can seek technology support remotely. This has put a strain on our Student Help Desk that only has 2 part-time (20 hour/week) employees to cover 62.5 opening hours in Visalia, which leaves 22.5 hours unstaffed at the Student Help Desk. One employee covers peak times and the other covers evenings; this leaves many gaps that are staffed by only student workers and no overlap to provide consistency or training opportunities. To provide equitable Student Help Desk services and support during library hours of operation in Visalia, an additional part-time instructional assistant-lab setting position at 20 hours/week is required to mitigate gaps, which is primarily in the morning and during summer school session. This addition would ensure the Library/LRC provides adequate support staff coverage to effectively support students, faculty, and staff. Student Helpdesk services include:

- Troubleshooting hardware and software in the computer lab
- Canvas support
- Microsoft Office/365/OneDrive support
- Universal Log-in
- Unlocking dual log-in issues
- Directional assistance
- Printing/Copying/Scanning
- Emailing files
- Read and Write Gold and other Accessibility tools
- Navigation of COS information systems
- Formatting Documents (ex. APA and MLA templates)
- Remote AWS access

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Classified/Confidential -** Hire a 12-month, permanent part-time Student Help Desk support staff, Instructional Assistant-Lab Setting. (Active)

**Why is this resource required for this action?:** This position exists on campus and there are currently two part-time employees with the same job description. In order to support students, faculty, and staff during summer school and throughout the academic year during normal library hours of operations, an additional support staff is needed to fill the gaps.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 25000

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 4.1** - Increase the use of data for decision-making at the District and department/unit level

**District Objective 4.2** - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

**District Objective 4.3** - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.



# Program Review - Learning Resource Center

## Action: 2021-2022 Student Help Desk Support Staff – Instructional Assistant-Lab Setting, Part-time, Permanent, 12-month - Reclassification

Reclassify one of the current part-time, 10-month Instructional Assistant-Lab Setting positions to a 12-month position to support morning hours and summer school session.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

**Person(s) Responsible (Name and Position):** Dr. Mai Soua Lee, Director of Learning Resources

**Rationale (With supporting data):** The Library/LRC in Visalia offers the Student Helpdesk to support students with technology and software related questions. During library closure, the Student Helpdesk offered an online chat support called Zendesk Ticketing System where students can seek technology support remotely. This has put a strain on our Student Helpdesk that only has 2 part-time (20 hour/week) employees to cover 62.5 opening hours in Visalia, which leaves 22.5 hours unstaffed at the Student Help Desk. One employee covers peak times and the other covers evenings; this leaves many gaps that are staffed by only student workers and no overlap to provide consistency or training opportunities. To provide equitable Student Help Desk services and support, especially during summer school, and during all library hours of operation, it would be beneficial to reclassify one of the part-time 10-month position to a 12-month position to provide continuous technology and software support throughout the academic year. This opportunity would close gaps in student help desk services. This position directly supports the following:

- Troubleshooting hardware and software in the computer lab
- Canvas support
- Microsoft Office/365/OneDrive support
- Universal Log-in
- Unlocking dual log-in issues
- Directional assistance
- Printing/Copying/Scanning
- Emailing files
- Read and Write Gold and other Accessibility tools
- Navigation of COS information systems
- Formatting Documents (ex. APA and MLA templates)
- Remote AWS access

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Resources Description

**Personnel - Classified/Confidential -** Reclassify one of the part-time 10-month Instructional Assistant-Lab Setting positions to a 12-month position. (Active)

**Why is this resource required for this action?:** This position exists on campus and there are currently two part-time employees with the same job description. To fully support students and the District throughout the academic school year (including summer school), a 12-month position would provide equitable support for students, faculty, and staff during Library/LRC hours of operations.

**Notes (optional):** Since this is a reclassification rather than a new position, the difference illustrated here is the cost between the current 10-month position and reclassification to a 12-month position.

**Cost of Request (Nothing will be funded over the amount listed.):** 4000

# Program Review - Learning Resource Center

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## *Link Actions to District Objectives*

District Objectives: 2018-2021
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.