

Comprehensive Program Review Report



Program Review - Learning Resource Center

Program Summary

2022-2023

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What are the strengths of your area?: LIBRARY/LEARNING RESOURCE CENTER (LRC)

The most obvious strength of the Library/Learning Resource Center (LRC) has been the dedication, talent, and positive attitude of the department. During Fall 2021, the Library/LRC team came together and reopened the library to slowly phase in library services in-person while navigating a new normal of library operations. Staff did this with compassion, grit, and commitment during one of the most challenging times in history. Based on data and observed user behavior, the Library/LRC's focus was on communication, accessibility, and flexibility, which are vital in a new face-to-face and online learning environment. Student technology and librarian support through the LibChat system and face-to-face platforms, such as the Ask a Librarian desk, continue to be the primary communication and support for students. It was reported through Gimlet, the library's recording system, a total of 10,862 interactions in a variety of modalities such as face-to-face and online with questions ranging from printing support to laptop checkout information and library resources. The library also supports the college by offering four library courses (LIBR 50, LIBR 101, 102, and 103) that teach students how to conduct academic research and evaluate information resources. A highlight the library championed is the institutionalization of LIBR 50 which was approved for CSU transfer under GE Area E. It is clear the Library/LRC remains the core of student success at COS for students.

Library Hours

During the 2021-2022 academic year to present, the library's hours are as follows for all sites:

- Visalia: Monday-Thursday (7:30am-8:00pm), Friday (7:30am-4:00pm), Saturday (10:00am-2:00pm)
- Tulare and Hanford: Monday-Thursday (8:00am-6:00pm)
- Closed on Sundays and all major holidays

Ask a Librarian (AAL)

The Library/Learning Resource Centers (LRCs) provide a wide variety of services to students and faculty on all three campuses. Ask a Librarian (AAL) is a primary service offered to students, faculty, staff, and members of the community. AAL librarians provide support in multiple modes, including face-to-face at the physical desks, email, telephone, and online via chat. In the 2021-2022 academic year, librarians provided 977 chat engagements using the SpringShare LibChat online chat system. In addition, the library offers multilingual support in Spanish, Hmong, Serbian, American Sign Language, and Farsi. Additionally, librarians provide the following services six days a week. Services are:

- Providing research assistance (finding reliable sources for class projects and assignments)
- Finding textbooks, eBooks, and articles online (including scanning and emailing chapters from our collection if needed)
- Obtaining printed library books for pick-up or mailing
- Citations
- Hotspot and laptop checkout
- Textbook Scanning Requests
- Connecting to other COS departments & staff including Student Tech Support

Library Instruction (One-Shot)

The Librarians of the COS Library/LRC are available to conduct Library Instructional Orientations and provide library tours upon instructor request. These 1-2 hours library instruction sessions are conducted in collaboration with the instructor and teach students to navigate library resources relating to their course. In 2021-2022 academic year, 61 library instruction sessions were

delivered to 1,209 students face-to-face and online through Zoom. This is a slight increase from the previous year when librarians delivered 51 instruction sessions; however, the data remains significantly lower compared to the 2019-2020 academic year where librarians delivered a total of 146 sessions and reached 3502 students pre-pandemic. To date, librarians have presented 39 library instruction sessions and have reached 972 students. The statistics will continue to increase as the 2022/2023 academic year progresses.

Librarian Liaison Program

The Library/LRC Librarians take part in liaison responsibilities to support departments through collaboration, outreach, collection development, and library instruction. Librarians support faculty in identifying support materials and resources for their classes. Additionally, librarians continue to support faculty both during face-to-face and online learning. During 2021/2022 academic year, librarians communicated over 40 outreach engagements with their liaison areas and have contributed to a total of 1879 new titles added to the Library Management System (LMS) Alma/Primo in support of their respective subject liaison areas. Furthermore, a library work group has been formed and started developing a plan for aligning library liaison areas with the COS Giant Pathways. The initial stages of this project will be finished by the end of Fall 2022 semester.

Library Materials and Resources

Physical Collection: There are a total of 76,738 items in the library's physical collection that ranges from printed books, technologies, and model kits. Physical book titles are selected through the librarian's collection development contribution aligning to their liaison areas. These resources are available to all COS students, faculty, and staff for checkout based on the library's loan policies. To serve our campus community equitably, students and faculty can request books to 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. Through CARES Act and HEERFS funding, \$25,000 was received to increase the library's anatomical model collection for usage that would promote health and safety utilization of the resources during the soft reopening of the Library/LRC.

Academic Databases: The Library/Learning Resource Center (LRC) hosts 90 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. Publications and materials can be embedded in Canvas for our online students. In 2021-2022 academic year, the Library/LRC acquired a new database, OverDrive, which curates selected collections of eBooks that can be accessed through the library's online OneSearch catalog and directly on OverDrive's database website. The library also added the Ethnic Diversity Sources database to support Ethnic Study courses at COS which aligns with the California Community Colleges Chancellor's Office release of the Diversity, Equity, and Inclusion (DEI) Call to Action in creating inclusive classroom and anti-racist curriculum.

Research Guides: Librarians curate research guides to support various discipline areas at COS, including specific course guides that are designed for a class that is tailored based on an instructor's request such as Nursing Program and History 4. Furthermore, research guides also include unique subjects such as citation (e.g., MLA and APA) and nationally recognized celebrations such as National Hispanic Heritage Month and Asian/Pacific Islander Heritage. The research guides are updated semesterly, and as needed, and have great benefits in that they pull many different types of resources (e.g., book titles, articles, videos, and database) on subject or topic in one location. To date, the Library/LRC has 57 research guides available.

Technology Loan Program

As a result of the COVID-19 pandemic, the library has processed over 6000+ technology requests since May 5, 2020. The technology inventory includes: 432 Windows laptops, 3500 Chromebooks, 648 hotspots, and 80 webcams in circulation through the technology program (Note: Inventory count are not exact count due to a period of absence reporting during the pandemic). Additionally, the Library/LRC reassigned one thousand brand new Chromebooks to specialized student services programs such as EOPS, Access and Ability Center, Basic Needs, and Student Activities that were purchased during summer 2021. With recommendations from senior management to redesign a manageable technology program, the library moved forward with notifying 1217 students who had a technology checkout between 2000-2021 to keep their Chromebooks free of charge to support financial technology needs of students because of the pandemic.

Course Reserve Textbooks

In response to distance learning, equity, and accessibility, the library added over 550 course reserve textbooks titles in various subject areas to the collection for semester checkout, including library use only, and circulated 1157 course reserve textbooks during the 2021-2022 academic year. Funding was made possible through COVID CARES Act and HEERFS funding totaling \$65,000.

Library Services/Policies

To better serve our students and create a more responsive environment both face-to-face and online, the Library/LRC has

implemented the following new services/policies as of Fall 2021:

- Updated Borrowing Policies to apply 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 that originally belonged to Tulare and Hanford that were moved to Visalia in 2020 were moved back to their sites 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.
- The library management system was updated with print and electronic resources.
- Restoration of librarian presence during face-to-face and online learning at all three Library/LRC sites.
- Increased laptops, hotspots, webcams, and mouse availability through COVID funding to support online learning because of the COVID-19 pandemic.
- LRC seating and charging tables were added for social distancing and funded through Instructional Equipment Funds totaling \$15,690.32.
- SpringShare LibCal subscription for 200 seating was added to offer group student room reservation for Visalia and Tulare which in total had 454 users book a study room in 2021-2022. The software is also utilized for Student Research Workshop scheduling and registration. Librarians also utilize this tool to schedule one-on-one librarian by appointments research support for students. The total subscription cost is \$2,380 annually through the CCL consortium rate.

Student Helpdesk

The Library/LRC in Visalia offers the Student Helpdesk to support students with technology and systems related questions and support. In previous program review, it was recognized there were gaps in staffing support for the Student Helpdesk. To support students with technology needs/questions, a third position was proposed in the 2021-2022 program review. The position was approved through the Instructional Council and the Board of Trustees in Spring 2022. Recruitment for the part-time Instructional Assistant – Lab Setting was advertised during summer 2022, and the position was filled in August 2022. In addition to ensuring adequate staffing for the Student Helpdesk during library hours, Zendesk chat service was institutionalized to support students with questions online regarding technology which include:

- Troubleshooting hardware and software issues
- Canvas
- Microsoft Office 365
- Universal Log-in (MyGiant)
- Unlocking dual log-in issues
- Directional assistance
- Printing/Copying/Scanning
- Emailing files
- Accessibility tools
- Navigation of COS information systems
- Formatting Documents (ex. APA and MLA templates)
- Remote AWS access
- Password Reset
- BannerWeb
- Mobile Printing
- Wi-Fi connection

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. We designed pages to minimize the number of clicks required during navigation and created a robust Librarian and Faculty page. This includes staff photos, preferred pronouns, areas of expertise, services offered, and languages spoken so that students and faculty will find our staff more accessible. Furthermore, the Video Tutorials page was also added to the Library/LRC FAQ site to provide easy access to library videos such as how to login to library account and accessing streaming videos. Moreover, a Library/LRC Events calendar was enabled to highlight library-related event dates such as Student Research Workshops and nationally recognized celebrations (ex. Banned Books Week, National Library Week, and National Hispanic Heritage Month).

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 were offered in a hybrid format. Library courses have an average success rate of 78% (see attached 2021-22 Program Review Data Dashboard report). 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 101, 102, and 103 are 1-unit short-term courses. Divisional efforts are made to ensure that starting dates are spread throughout the semester, with a few late start courses. Furthermore, students have the option of passing the no credit LIBR 490AB Information Competency Exam offered online that students choose during a semester to attempt the exam in Canvas. In Spring 2022, LIBR 150/050 was approved for transfer under CSU Breadth Area E. The course is a 3-unit semester long online course.

Overall, library courses have a success rate of 78% during the 2021-2022 academic year which is 5.9% lower than the previous year which had an 83.9% success rate. This could be due to reasons such as course offerings, class cancellations, and increased stress because of the COVID-19 pandemic.

LIBR 101: College Research Strategies teaches the tools needed for college level research through the use of academic databases, print resources and the web. LIBR 101 had a 78% success rate in 2021-2022.

LIBR 102: Internet Information Resources introduces students to research tools available in the Open and Deep Web for academic and personal use. LIBR 102 had a 78% success rate during the 2021-2022 academic year.

LIBR 103: Evaluating Information Sources teaches students strategies for evaluating information sources for academic and personal use. LIBR 103 had an 80% success rate in 2021-2022.

Library 150/050: Research Skills Lifelong Learning helps students develop essential information literacy skills necessary for lifelong learning. Students will explore the digital divide, intellectual freedom, the health effects of internet use, information overload, and online privacy topics. The course was offered in Fall 2021; however, it was cancelled due to low enrollment. The course was successfully completed with a 63% success rate in Spring 2022.

DISTANCE EDUCATION (DE)

State of Online/Distance Education at COS: The demand for online classes continues to be strong. At the beginning of Spring 2022, 62% of students enrolled in a math class were enrolled in an online class. Enrollment data for English was similar: about 61% of students enrolled in English 1 selected an online format. Distance Education has evolved within the face-to-face classroom as well. Many instructors are offering Hy-Flex options in their face-to-face courses to allow students to continue participating in the class if they are unable to attend.

DE Coordinator Position: After Dr. Nolan's retirement, a DE Coordinator one-year temporary position was opened during Summer 2021. When no suitable candidate was selected to fill the position, two internal positions were created and filled in October of 2021. The two positions are:

- Distance Education Coordinator, Shared Governance, (50% reassigned time), Brice Nakamura. Focus on the shared governance needs of the District, working with various committees and stakeholders to support institutional goals related to Distance Education.
- Distance Education Coordinator, Professional Development (30% reassigned time), Dr. Chris Stillwell. Focus on professional development, including the OTCP class as well as supporting faculty with training and professional development opportunities. Last year, the Distance Education Committee (DECOS) and Education Technology Committee (ETC) looked at the last version of the job description for the DE Coordinator position with the intent of parsing out the duties between the reassigned positions.

DE and Professional Development: The last two program reviews included an action 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. Both actions were addressed and expanded upon in the 2021-2022 academic year.

Online Teaching Certificate Program (OTCP): Although the pandemic forced most COS instructors to complete their online teaching certification in the 2020-2021 academic year, 32 COS faculty and staff completed training in 2021-2022. Starting in October of 2021, the Online Teaching Certificate Program saw several changes as Dr. Christopher Stillwell took responsibility for updating the content and facilitating the course in his new role as Distance Education Coordinator (Professional Development). Changes have included:

- Four optional weekly live Zoom sessions in which participants are introduced to each week's content in a format that

demonstrates principles of exemplary online instruction, such as:

- ways of building community in online instruction
- ways of making sure students engage with essential course content
- active learning and cooperative learning
- use of instructional technology to facilitate engagement

- Synthesis of Deborah Nolan's foundational work and the revisions made by colleagues who facilitated the OTCP in summer 2021 with more recent best practices employed in UC and California community college courses

In the fall of 2021, the course had a high rate of completion, as 16 of the 22 people who participated in the first week of the course went on to complete the entire program. Participation in the synchronous workshops was correlated with successful completion, as all 12 who opted to join at least one of the live Zoom sessions ultimately completed the OTCP.

The Spring 2022 OTCP spanned from March to April with another 8 participants completing the training. Further enhancements included updates to the content on accessibility with the aid of members of the AAC, behind-the-scenes videos of how the OTCP Canvas course was built, short videos in which COS expert instructors share highlights of their Canvas courses, and further demonstration of useful Canvas features such as module prerequisites. Additional insights were integrated from monthly statewide DECO meetings and current professional development workshops such as those offered by California Virtual Campus Online Network of Educators and UC Irvine's Division of Teaching Excellence and Innovation. All this work continued with a summer iteration of the OTCP in the month of June, with 7 more COS faculty/staff people earning their certificates at a time that was more convenient for them.

DE Professional Development Workshops: Starting in the 2021-22 fall Convocation week and continuing during most weeks of the spring semester, Dr. Stillwell offered several new workshops to provide support and increase instructional excellence in several areas related to online instruction. Topics included:

- building community in online instruction
- equity in online instruction (co-presentation with members of the AAC)
- facilitating group work online
- creating conditions for active learning online
- troubleshooting HyFlex concerns
- a panel of COS Canvas experts offering a window on their courses
- humanizing online instruction

These workshops offer a blend of prepared content as well as ample opportunities for participants to share and learn from one another. More than 40 COS instructors, staff, and administrators participated in the spring 2022 semester.

Focusing on a Culture of Educational Excellence: Because the DE coordinator for professional development engages with COS instructors in all fields and at all levels of experience, the role offers an opportunity to promote a shared sense of the high standards of educational excellence that are evident across campus. To that end, the OTCP sessions and workshop content regularly focused on the innovations that many COS faculties are already putting into practice. This is done through videos of expert COS instructors' work, joint presentations, and OTCP discussion of the most inspired ideas shared by the participants.

Website: The Online Learning website continues to be a place that offers information for online teaching and learning resources for COS students and faculty. The website is managed by Dr. Mai Soua Lee, Jeremy Tierce, and Dr. Christopher Stillwell.

What improvements are needed?: LIBRARY/LEARNING RESOURCE CENTER (LRC)

Library/LRC Awareness

Our data from the 2021 Student Support Services Survey indicated that students are not aware of two major services the Library/LRC offers: weekend hours and study rooms. 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 such as marketing, promotions, and outreach to ensure students and faculty are aware of what the Library/LRC has available to support them. These outreach efforts can help to promote library course offerings and services. Many students commented that they wish they knew about the Library/LRC services earlier in their career at COS such as taking library courses emphasizing that, "I wish I'd taken this class sooner" and "One thing I can say about COS is that there is very excellent support in your bad whether it's schoolwork you may need assistance to work life; building resumes etc. Taking a Library course has helped me look deeper into the resources COS had to offer, I had no clue when I first came in how much support there is available and how easy it is to have access to it." It is clear that outreach is essential to student success.

Technology

Staff Support: Technology continues 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 (FCC) 2016 Broadband Progress Report, ninety percent of rural residents in Tulare County lack access to broadband (Federal Communication Commission, 2016). 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), campus Wi-Fi, or public libraries. In addition to lack of access, students need increasingly more support in the use of technology. This has put a strain on our Student Helpdesk that only has 3 part-time (20 hour/week) employees to cover 62.5 opening hours in Visalia, which leaves 2.5 hours unstaffed at the Student Helpdesk. One employee covers morning, one at peak times and the other covers evenings and the Saturday hours. Although the Student Helpdesk service hours are primarily covered, except for thirty minutes in the mornings, this leaves gaps where the desk is unstaffed and there is no overlap between the three staff members to provide consistency or training opportunities. To provide equitable Student Help Desk services and support during library hours of operation in Visalia, and to extend support for Tulare and Hanford, a full-time permanent Instructional Assistant – Lab Setting, 12-month position working 40 hours/week is required to fill the gaps. This additional position would ensure the Library/LRC provides adequate support staff coverage to effectively support students, faculty, and staff throughout the academic year and all hours of the library.

Technology Loan Program Funding: The Technology Loan Program in the Library/LRC has increased exponentially over the year as a result of the COVID-19 pandemic. Pre-pandemic, the Library/LRC had 35 laptops and 44 hotspots in inventory across all three campuses. Since the pandemic, the Library/LRC technology inventory increased to 3413 laptops and 2215 hotspots. The Technology Loan Program needs a permanent location to operate which is currently occupying a counter space of the Periodicals. The program would migrate to a permanent location at the former Tutorial Center welcome desk. Library staff would be working a rotation schedule along with library student workers to support technology loan transactions during library hours of operation. All technologies from the Periodical shelving location would move to the storage room at the old Tutorial Center to ensure security and access for staff to circulate at the new Technology Loan Program station. In 2021-2022 academic year, technology service costs and purchases of new technology were funded through equity and basic skills when COVID funding stopped. With the technology loan program migrating to a new location in the library, on-going funding for the technology loan program would need to be institutionalized for the library to continue providing this 'high demand' resource for COS students. Sustainable cost for new purchase and replacement of lost/damaged equipment (laptops and hotspots) and on-going service contracts (hotspot monthly service fees/cost) is necessary to continue the technology loan program supplemented through a base-budget augmentation on the library's operating expenses.

Device Charging Stations: Innovative implementations to the Library/LRC are key to providing a learning environment that is student-centered fostering student success. As students transition back to face-to-face learning, they are using their own portable devices such as cell phones, laptops, and tablets to meet the demands of academic programs and access information. According to the COS Technology Services department, at the beginning of the Fall 2022 semester, the campus had about 2,500 devices connected to the COS WiFi. It is clear personal devices are increasingly becoming, or are already, tools used by students for several demands such as completing coursework, engaging with classmates, and actively participating in class in a manner that allows collaboration through their own personal device/s. Thus, it is important that the Library/LRC provide the means for students to keep their devices operating when they are on campus and not create additional support burdens due to building infrastructure not providing accessible power outlets or compatible charging outlets for devices. An above-base budget would institutionalize device charging stations at all three Library/LRC sites. Additionally, a base-budget augmentation to the library's operating expenses for on-going cost for repairs and replacement is necessary to remove barriers on operating personal devices in a learning environment where students rely heavily on an array of technology for academic success.

Marketing

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. In Fall of 2019, the Library/LRC developed student newsletters that are available on the Library/LRC website. An above-base budget request is necessary to allocate funding support for marketing and increasing awareness of the Library/LRC resources and services. Moving forward, the student newsletter should recommence to market library services and resources on a regular basis.

Reorganization of Library Spaces/Rooms

In the summer of 2023, the Tutorial Center will be moving to their new permanent location, the Education Support Services Building. Currently, Tutorial Center is located within the Visalia Library/LRC building on the first floor. With their departure in summer 2023, this provides opportunities for institutionalizing academic library ideas, implementations, and reorganization of the Library/LRC.

Increase Large Study Rooms: The Library/LRC falls short of large group study rooms that are available for student use. In 2021-2022 academic year, there was a total of 283 bookings for the two large study rooms in the Visalia Library/LRC and 100% of the reservations were fulfilled. To support student need for large study space, the library Conference Room (LRC 210) was also used

for overflow booking; however, when the conference room is booked for other events; the library would have to turn students away or reschedule their appointment to a different date and time. Where the Tutorial Center's services are currently located, they occupy three large room spaces that would convert to large study room. The Tutorial Center Anatomy Lab (LRC 116) and staff shared workspace (LRC 115) would convert to large study spaces with tables, chairs, whiteboard, TV screen monitor, and desktop computer. The other tutoring lab (LRC 129) would convert to multipurpose large study spaces where students in programs such as Anatomy and Physical Therapy could utilize the space for lab practices and studies. All newly added large study spaces would be fully equipped with supplies, materials, and furniture.

Library Instruction Classroom: The Library Instruction computer classroom in LRC 203 is currently reserved and prioritized for in-person and hybrid library instructions and library courses. When LRC 203 is not in use for library instruction/library classes, it is available for campus departments and faculty to utilize through a request system that is managed by Library Administration and librarians. Recognizing that the district is very limited in classroom availability to schedule classes, with the Tutorial Center moving to a newly built building in Summer 2023, the current Tutorial Center Math Lab (LRC 122) would convert to being the new library instruction/library course classroom. The classroom would be equipped with desktop computers to fill a capacity of 40 students and 1 instructor station. LRC 203 would be released to the general COS course schedule for departments that require computer access to schedule their regular semester classes. The Library/LRC will continue to help manage LRC 203 classroom similarly to classroom LRC 205, where the LRC 205 is prioritized for English and Math; however, managed by the Library Administration.

Technical Services Processing Space for Library Staff: The Library/LRC does not have a technical processing designated area in the library. In the past, the library specialist support staff occupied the Distance Education/TRIO space in LRC 210. Over the years LRC 210 was removed from the library's purview/usage for reasons to open spaces for non-library departments to occupy until they find more permanent locations elsewhere on campus to relocate. When the Technology Loan Program migrates from the Periodicals area (currently located behind the circulation desk), the large shelving units in the Periodicals area would be removed and replaced with library workspaces for processing library materials. The library has shifted most of its periodicals online and can be accessed through the online databases; therefore, the space is currently being utilized to house all technologies such as Chromebooks, laptops, hotspots, and mice which is an unsecure storage space for expensive technologies. Designating this new workspace for library staff and student workers would clear the main Circulation area where it deters students from seeking help when library staff are in meetings and or working off desk focusing on their respective job duties. The newly refreshed staff workspace would be equipped with tabletop counters for material processing, tables, chairs, and a computer.

Office Spaces (LRC 126, 127, 128): These office spaces are occupied by the current Tutorial Center administration and staff. When Tutorial Center staff migrates from the Library/LRC to their newly built facility, the three office spaces would be designated for library offices for future growth of the library staff to meet the minimum requirement of library faculty and support staff per the California Community College Board of Governor on Title 5 regulation.

Implement Inclusive Student-Centered Library/LRC Space

Lactation and Prayer Room: Students and library staff have expressed concerns about the Library/LRC not providing student-centered spaces such as lactation rooms, prayer rooms for students of all religion to pray, and meditation rooms for solace. The available office space LRC 130 would transform into a lactation/prayer room. The space would be equipped with the necessary furniture such as soft seating and table and mats in addition to sanitary supplies. An above-base budget request will allow the conversion project of the room to be transformed into a lactation/prayer room.

Library Study Room ADA Compliance

The Visalia and Tulare Library/LRC have group study rooms; however, no study rooms are ADA compliant with regards to handicap door openers. To meet ADA regulations, at least one of the study rooms at each campus location would work with Facilities to implement ADA approved handicap door openers. An above-base budget will allow the two study rooms to be equipped with handicap door openers to comply with ADA regulations and to support COS students with disability accommodation/s.

DISTANCE EDUCATION (DE)

Convocation Week

Convocation week is an important opportunity for COS faculty to participate in professional development offerings of all kinds, including those offered by the DE coordinator. To increase participation in all convocation week offerings, a few changes might help:

- Provide more information about the sessions being offered. At present, COS faculty are provided with a one-page flyer that gives the date, time, and titles of the sessions via COSeNEWS. Instead, it would be good to provide a longer document with short descriptions of what each session is about, the names of the presenters, and the Zoom links.

- Providing the names of the presenters is important for another reason: It shows that the work of the presenters is publicly recognized and valued. The current system makes presenters who serve COS essentially anonymous (or at least hidden a few clicks away), which is a strange choice given that COS should recognize and encourage faculty contribution and provide compensation. (Though faculty get double FLEX time for giving these workshops, most COS faculty could take care of their FLEX commitments in much easier ways. In addition, double FLEX time probably does not begin to cover the amount of time necessary to prepare a good workshop.)

- Stop requiring participants to register in advance. In the Zoom era, COS convocation week participants have been required to register on Eventbrite before midnight of the day before a Zoom workshop, or to track down the presenter and ask for the link (with the presenter's name only available on Eventbrite). This setup creates barriers to participation, particularly for anyone who may become available to join at the last minute. Instead, it would be best to make the Zoom links available to everyone in advance of the event without the need for registration.

Blanket FLEX Approval for DE Workshops

When FEC leadership went through a transition in the summer of 2022, there was confusion regarding whether DE workshops are FLEX approved or not. Though all DE workshops in spring 2022 were blanket approved for FLEX, no such guarantees were able to be made in the fall. This put interested faculty in the awkward position of having to decide whether they could afford to spend time on a workshop that might not count toward FLEX. A more permanent agreement between FEC and the DE coordinator regarding blanket approval for workshops would be ideal. At minimum, it would be best if blanket approvals from one academic year continued through the summer and into the fall, at least up until the first or second FEC meeting of the new academic year.

Contract Language Update Regarding Qualifications to Teach Online

The current contract language for COSTA/COSAFA employees is in need of revision, as it excuses most new employees from getting any training or offering much evidence of their expertise in teaching online (see COSAFA MA, Section 4.2.9, page 9 and COSTA MA, Section 8.2.10, page 20). Prior to the pandemic, the criterion that a "faculty member has taught an online course within the three-year period prior to requesting such an assignment" probably would have separated trained, experienced online instructors from those in need of training. After the pandemic and the universal shift to online instruction regardless of training or ability, however, this language is no longer effective for ensuring that COS students are taught by online instructors who are knowledgeable about laws and appropriate practices regarding online instruction. It would be best if that third criterion were removed from the next version of the contract.

Financial Compensation for Advanced Training

Opportunities to make big improvements to COS abound, but one thing that may sometimes put limits on participation is the reliance on FLEX time credit as compensation. Many of the faculty who would be best for taking on new and important initiatives are the same faculty who are already deeply involved in other COS activities, and who thus easily fulfill their FLEX obligations. In addition, other colleges do offer financial incentives (e.g., the Humanizing Online STEM Academy, which gives participants from Butte College, CSU Fresno, Cuyamaca College, Grossmont College, Mesa College, Sierra College, Ventura College \$1800 for completing the course, and Saddleback College's Peer Online Course Review (POCR) and Zero Textbook Cost (ZTC), which give participants \$2000 and \$550 respectively). An on-going above-base budget request for the next five years is necessary to compensate/incentivize faculty participation in programs such as POCR, ZTC, and OER programs to guide the College closer to compliance to state mandated requirements.

Hiring Needs in Distance Education

Distance Education needs a full-time coordinator position. The primary directive of this position should be to support faculty and the District in compliance with distance education guidelines and regulations. However, it is also clear that the needs of COS faculty and staff have accelerated and changed since the COVID-19 pandemic. The last few years have laid bare the need for additional support beyond the capacity of a single faculty member. Online teaching has evolved with technology, and it is no longer feasible to leave the increasing demands in the hands of one person in a department. While governance and statewide knowledge are key components of the Distance Education Area, faculty also have a need for hands-on professional development and training in distance education. There are also several initiatives coming from the Chancellor's office and other statewide governance bodies that necessitate additional training and support for faculty who teach online. In addition to a Distance Education Coordinator, many other CCCs have begun hiring instructional designers to help with professional development and other faculty needs such as technology training, evaluating online classes, designing course content (i.e., universal Canvas shells), and general training of faculty in Distance Education standards. COS should hire an instructional designer to assist faculty with the student-facing aspects of distance education needs. Since there is a need to hire a Full-Time Distance Education Coordinator and a full-time Instructional Designer, these duties will need to be revisited and revised to reflect the new positions.

Establish a DE Department

The COVID-19 pandemic shifted the way distance education exists at the college with regards to advocacy, support, and funding. It is evident the pandemic resulted in a growth in online teaching, online learning, and online support across multiple disciplines. COS students and faculty are at the core of distance education regardless of whether a class is online or face-to-face. Most COS courses have a Canvas component that requires distance/online support. Establishing a standalone distance education department on campus to support the college in moving forward in a semi post-pandemic learning environment is essential. The DE Coordinator and Instructional Designer would support the COS community through the DE department to provide professional training, workshops, webinars, and hands-on support for faculty and students. The ideal location of a DE department would be housed in the Library/LRC in room LRC 209. The room is currently vacant, and the previous DE Coordinator worked out of their office in LRC 209. The DE department would be under the supervision of the Library/LRC Director and work alongside faculty and support staff. The department would be furnished with instructional equipment and supplies.

Describe any external opportunities or challenges.: LIBRARY/LEARNING RESOURCE CENTER (LRC)

Growth

The Library/LRC has an opportunity to grow with the College. The current ten-year COS Master Plan (2015-2025) 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). In Fall 2021, the district launched a soft reopening of the campuses (see Door Count for 2021 –2022 academic year for each site). Although the number of visitors decreased compared to other years because of the pandemic, the Library/LRC increased the number of services and resources offered. For example, resources such as new eBooks, academic databases, and streaming video platforms were added for accessibility in online learning. The library also increased the number of staff members by hiring more adjunct librarians and support staff to carry out normal library operations. Furthermore, online services such as LibChat and AAL Zoom appointments were also available to provide direct communication with librarians.

Increased Awareness

Librarian Liaison Program: The Library Liaison Program was partially implemented in 2013/2014 and has successfully expanded since its implementation. 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 and Guided Pathways through the Librarian Liaison Program. Librarians are collaborating to align every COS Guided Pathway program to a Librarian who would become the primary contact for the specific pathway. This project is still in progress.

Library Marketing: The Library/LRC is committed to expanding outreach efforts to the COS community through various campus engagements such as Giant Days, Club Rush, Multicultural Fair, and Career and Resource Fair. Librarians are enthusiastic in offering a variety of student research workshops for students such as OneSearch, Citation, Plagiarism, and General Library Overview. Additionally, librarians advocate for various efforts to support faculty in adoption of Zero Textbook Cost (ZTC), Low Textbook Cost (LTC), Online Electronic Resources (OER), and Open Access (OA) resources to decrease/eliminate textbook cost for students. To expand library marketing through social media (e.g., email, listserv, Facebook), promotional materials (e.g., fliers, poster), and swag branding (e.g., pen, highlighters, pencils, sticky notepads), a budget augmentation to the library's general budget and/or Foundation proposal is necessary to allocate funding for marketing.

Institutionalize Databases

In the 2021-2022 Academic Year, the Library allocated \$5000 for database trials and purchased the OverDrive database. The contract stipulated a \$500 hosting fee with a \$4500 content credit to add titles and collections to the database. OverDrive is accessed through the library's Academic Database A-Z List online and is authenticated through the district's single-sign on system. Through this collection, the library added 230 eBook titles, including one eBook class set for an English professor. Maintaining funding sources for OverDrive through a base-budget augmentation to the general library operating expenses will allow the library to continue hosting an eBook resource platform for subject collections and popular collections.

Support Staff

Library Staff: Providing adequate library support staff is key to the functionality of the Library/LRC. Per Title 5 regulations, the California Community College Board of Governors set the minimum standard for colleges to meet or exceed the standard for faculty and library support staff (see formula in the Academic Senate for California Community Colleges, Role of the Library Faculty in the California Community College handbook). The FTES in 2021-2022 for College of the Sequoias was 9122. Based on the formula from the California Community College Board of Governors, the Library/LRC falls short 1.5 full-time faculty librarian and 9 support staff. Currently, the Library/LRC has 4 full-time faculty (3 in Visalia and 1 split between Hanford and Tulare), 8 part-time adjunct librarians, 2 full-time library specialists, 2 part-time library assistants, 3 part-time instructional assistants (lab setting), include the Library/LRC director and one administrative assistant. Although the staff size is large in volume, more than half of the Library/LRC staff are part-time employees and it becomes a challenge when coverage is needed resulting in

systematic interruptions to staffing and library operations. Therefore, the number of full-time library staff must increase to fill gaps and needs of the district to meet the minimum requirement of FTES at the college and uninterrupted library operations as per the California Community College Board of Governors minimum standard for colleges.

In previous years, full-time classified staff have unofficially worked out of class and carried out duties that fall outside of their job description. 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/online learning, a 12-month full-time permanent Library Operations Coordinator is necessary to support the technology loan program and library management systems beyond a library specialist staff member's ability to ensure all staff members are working within class in providing the best services to support students, faculty, and COS community. In response to 'working library staff' within class, a Library Operations Coordinator is an essential addition to the library staff team and would support in providing the following (see job description of Library Operations Coordinator). This is a core position and presently exists at most colleges:

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

Faculty Librarian: To adequately support students in a post-pandemic environment that heavily relies on distance/online learning, outreach, instruction, and references services, a fifth full-time tenure track librarian position with an emphasis in instruction and outreach is necessary to institutionalize. This position directly supports students and faculties and carries out the duties that mirrors full-time faculty librarian duties in the district; however, specializes in instruction and outreach responsibilities such as library instruction, workshops, and campus engagements/programming. The librarian will also have shared responsibilities in staffing the reference (Ask a Librarian) desk, assisting in staffing the sites (Hanford and Tulare) as needed, liaison duties, library instruction, and collection development. This is a core position that presently exists at many colleges. Adding a full-time tenure track Instruction and Outreach Librarian position would move the college closer to meeting the recommendations of Title 5 and the California Community College Board of Governors minimum standard on full-time faculty staffing and efforts in closing the achievement gap.

Budget & Funding

Professional Development: It is vital to keep current with trends and opportunities in the library profession. To provide opportunities for library staff to grow professionally and participation professional development activities, such as attendance to conferences, webinars, and workshops that have an expense requirement, a base-budget augmentation to the library's current travel and conference budget would allow part-time faculty, manager, and support staff to participate in learning opportunities.

Resources: The COVID-19 pandemic changed the course of how students attend college, student retention, and students access to support and resources that are necessary to graduate on time. To support students in a new learning environment because of the pandemic, the COS Library/LRC will require continuous funding support to onboard databases and electronic resources, maintain on-going subscriptions to applications/tools for services (e.g., SpringShare and Zendesk), maintain library service platforms (Alma/Primo), resource maintenance to ensure uninterrupted usage, course reserve textbook management, and technology subscription/maintenance. A base-budget augmentation to the library's operating expenses and capital outlay would enable the library to effectively maintain ongoing resources and services that are necessary in the district.

DISTANCE EDUCATION (DE)

In Spring 2022, the Board of Governors approved updated language in Title 5 regarding Distance Education, particularly with changes to what was previously "Regular and Effective Contact." That language has been changed to "Regular and Substantive Interaction" and comes with updated definitions and guidelines. These changes have led to several colleges initially failing to achieve accreditation and have thus been a topic of great interest and some concern. Though comprehensive information is not available regarding COS online courses' compliance with these guidelines, anecdotal evidence suggests that many courses may not be currently in compliance.

Additionally, section 55200 has been updated with newly added language concerning persons with disabilities. There are also some updates to section 55005 concerning publication of course standards. DE Coordinators are waiting for the language to be

chaptered as well as any additional guidance that may be coming from the Chancellor's office and will respond to the updates when they are put into effect. Please see the attached language for additional information.

Peer Online Course Review (POCR)

The CVC-OEI's Peer Online Course Review (POCR) offers an opportunity for COS to improve our students' online success rates and attract more online students via the CVC course exchange. It also can help COS meet the new accreditation standards related to regular, substantive interaction and more:

- POCR was established to "ensure that students in the California Community College system have access to high-quality online courses designed to support student learning and success"
- POCR assesses online courses in relation to the high standards of the CVC-OEI online course design rubric. This rubric establishes "standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high-quality learning environment that promotes student success and conforms to existing regulations"
- When courses are developed in accordance with the high standards of the rubric, they improve online success rates.
- When a college's online course is assessed through POCR and found to comply with the rubric, the course can receive a badge of quality that will appear on the course listing on the CVC exchange.
- Badges such as these elevate a course's placement in search results, helping a course stand out among the myriad online community college course offerings across the state of California.

In addition to participating in POCR, campuses can establish their own "local POCR" teams to assess courses and assign badges themselves. In addition to facilitating increased effectiveness of online instruction, local POCR can:

- "Serve as an exciting and engaging professional development experience for new and experienced online faculty.
- Lead to more engaging and inclusive online experiences for both teachers and students.
- Create a community of practice in which teachers share their challenges, develop innovative approaches, and support one another.
- Result in more aligned "Quality Reviewed" courses from your college in the CVC Exchange.
- Improve the quality of all courses taught by faculty participants. Past participants have shared that the course design principles learned in POCR positively impact other online and on-campus courses they teach!"

Overall SAO Achievement: LIBRARY/LEARNING RESOURCE CENTER (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.

DISTANCE EDUCATION (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.

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 slight increase in awareness, the Library/LRC was able to identify that marketing and outreach strategies were successful, but additional strategies needed to be developed. Based on this assessment, the library has developed student newsletters that are posted on the library's website and sent via an email campaign, Canvas announcement postings, and printed fliers for display across all three campus locations.

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

Library/LRC: Each year the library's SAOs are assessed.

Library Courses: The library course outcomes are on a three-year cycle. 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: LIBRARY/LEARNING RESOURCE CENTER (LRC)

LIBR 150/050

The newest of our Library courses, LIBR 050, was taught for the first time online in the spring of 2022. There were 24 students enrolled in the course. However, 21 students remained on the course without withdrawing. Of the 21 students, 15 students (71%) passed the course with a "C" or better, and the remaining 6 students (29%) did not. The course has five outcomes as follows:

- Outcome #1: Create plans of action for managing information overload and prolonged online media use.

- Outcome #2: Describe how personal digital information is used by third parties and articulate options for safeguarding this information.
- Outcome #3: Execute search strategies using both deep and open web sources.
- Outcome #4: Identify the authority of diverse information sources using multiple strategies.
- Outcome #5: Credit the work of others through proper attribution and citations.

During the Spring 2022 Dialogue Day Meeting, it was discussed and agreed by librarians that the outcomes be included in the Library Outcomes Assessment Cycle. Librarians agreed to assess Outcomes #1 and #2 in the spring of 2022.

During spring 2022, Outcomes #1 and #2 were assessed and collected. However, these items have not been discussed. The Fall 2022 Dialogue Day will discuss the outcomes, the assessment methods, the results, and any improvements or actions planned. The discussion of these items will be entered into the TracDat.

LIBR 101

During Spring 2021 Dialogue Day, librarians reviewed LIBR 101 course outcome. The outcome being assessed is, "Students will identify diverse sources of information in order to evaluate and use resources appropriately for their information needs." After reviewing the assessment results gathered from summer 2020, fall 2020, and spring 2021; Librarians agreed that Library 101 outcome and assessment is working, and it will remain the same. No other changes were suggested. During fall 2021, Library 101 had 250 total registered students; 69 of them were enrolled in hybrid sessions, while the rest were taught online.

LIBR 102

The outcome for LIBR 102 is "Students will develop effective search strategies to find appropriate sources for their information needs." The outcome and assessment method were reviewed during fall 2021 Dialogue Day. The outcome was assessed and collected from the two sections that were taught during fall of 2021. Altogether there were 59 students enrolled in the course; 23 took the hybrid course, while 36 took the online section. The outcome, the assessment method, and results were discussed during spring 2022 Dialogue Day. These items, as well as the improvements and action planned, were discussed, and updated inside TracDat.

LIBR 103

Library 103 had 31 total registered students online during fall 2021. The current outcome for LIBR 103 is "Students will identify the appropriate level of scholarship among publication types (scholarly journals, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research needs." The outcome will be assessed in 2022 – 2023 academic year.

Changes Based on SLO Achievement:

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

Hire a full-time Distance Education (DE) Coordinator.

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023

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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): Distance Education needs a full-time coordinator position. The primary directive of this position should be to support faculty and the District in compliance with distance education guidelines and regulations. However, it is also clear that the needs of COS faculty and staff have accelerated and changed since the COVID-19 pandemic. The last few years have laid bare the need for additional support beyond the capacity of a single faculty member. Online teaching has evolved with technology, and it is no longer feasible to leave the increasing demands in the hands of one person in a department. While governance and statewide knowledge are key components of the Distance Education Area, faculty also have a need for hands-on professional development and training in distance education. There are also several initiatives coming from the Chancellor's office and other statewide governance bodies that necessitate additional training and support for faculty who teach online. The previous DE Coordinator retired in May 2021. A one-year temporary recruitment was initiated; however, no suitable candidates was hired for the temporary position. However, two internal positions were created and filled in October

Program Review - Learning Resource Center

2021. The permanent DE Coordinator fill the duties as follows:

- Coordinator: Professional Development Job Duties
- Train faculty and provide follow-up as they implement distance education components into their curriculum. Training and support may include initial orientation, ongoing mentoring, organizing peer partnerships, identifying appropriate hardware and software for particular modes of delivery, assisting faculty in the implementation of student-centered methodologies, highlighting best practices, and guiding assessment of these methodologies.
- Develop and present workshops, training sessions, and seminars.
- Develop manuals, policies, and guidelines on the use of learning technologies.
- Assist in the selection of appropriate teaching methodologies and provide resources for pedagogical support to achieve student learning outcomes.
- Assist in faculty development of course design that promotes effective communication (i.e. initial contact, regular and substantive contact, instructor feedback, documentation) and compliance with accessibility requirements.
- Model the basic principles of instructional design in Canvas, training/workshops, and collaborative projects.
- Coordinate, implement, and facilitate training for the online faculty certification process.
- Collaborate with the Faculty Enrichment Committee regarding professional development opportunities.
- Participate with Educational Support Services staff on the development and implementation of training programs for students and faculty as needed.
- Participate in Educational Technology Committee and Distance Education Committee.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

10/15/2022

Status: Continue Action Next Year

The DE Coordinator full-time, permanent position was divided to two positions: DE Coordinator (Shared Governance) and DE Coordinator (Professional Development). Both positions were filled in fall 2021 with two faculty serving 60% reassigned time in each position.

Impact on District Objectives/Unit Outcomes (Not Required):

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

Related Documents:

[Distance Education Coordinators Job Duties 2022 \(1\).pdf](#)

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

Program Review - Learning Resource Center

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.
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 3.1 - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.
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.
District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 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 Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.
District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

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.

Leave Blank:

Implementation Timeline: 2021 - 2022

Program Review - Learning Resource Center

Leave Blank:

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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:

Update on Action

Updates

Update Year: 2021-2022

10/15/2022

Status: Action Completed

Systems & Technology Librarian was hired to fill this position.

Impact on District Objectives/Unit Outcomes (Not Required):

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

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.

Program Review - Learning Resource Center

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objective 3.1 - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.

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 4.1 - 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 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:

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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 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)

Program Review - Learning Resource Center

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

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.
District Objective 3.1 - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.
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 4.1 - 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.)

Program Review - Learning Resource Center

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
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, 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

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

Program Review - Learning Resource Center

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: 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: Library Classified Support Staff - Library Operations

Program Review - Learning Resource Center

Coordinator

Hire a Library Operations Coordinator (Full-time, 12-month).

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023

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): In previous years, full-time classified staff have unofficially worked out of class and carried out duties that fall outside of their job description. 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/online learning, a 12-month full-time permanent Library Operations Coordinator is necessary to support the technology loan program and library management systems beyond a library specialist staff member's ability to ensure all staff members are working within class in providing the best services to support students, faculty, and COS community. In response to 'working library staff' within class, a Library Operations Coordinator is an essential addition to the library staff team and would support in providing the following (see job description of Library Operations Coordinator). This is a core position and presently exists at many California Community Colleges:

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

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: California Community College Board of Governors set the minimum standard for colleges to meet or exceed the standard (Title 5) for faculty and library support staff (see formula in the Academic Senate for California Community Colleges, Role of the Library Faculty in the California Community College handbook). COS FTES in 2021-2022 is 9122. Based on the formula from the California Community College Board of Governors, the College falls short 1.5 full-time faculty librarian and 9 support staff.

Update on Action

Updates

Update Year: 2021-2022

10/15/2022

Status: Continue Action Next Year

The position was originally proposed as a reclassification. Therefore, the position had to be processed through a different request system. Therefore, the Library Operations Coordinator position will be included in the 2022-2023 Program Review as a standalone position and will be submitted for ranking at Instructional Council.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Classified/Confidential - Hire a full-time, classified (permanent, 12-month) Library Operations Coordinator. (Active)

Program Review - Learning Resource Center

Why is this resource required for this action?: This position does not currently exist on campus. However, 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):

Cost of Request (Nothing will be funded over the amount listed.): 65000

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.

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

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:

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

Program Review - Learning Resource Center

- 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:

Update on Action

Updates

Update Year: 2021-2022

10/15/2022

Status: Action Completed

An Instructional Assistant - Lab Setting (12-month, Classified) employee was hired as of summer 2022 to fill the position working 8am-12pm, Monday-Friday.

Impact on District Objectives/Unit Outcomes (Not Required):

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.

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

Program Review - Learning Resource Center

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

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: Instruction and Outreach Librarian, Full-time, Tenure-track

Hire a full-time, tenure track Instruction & Outreach Librarian.

Leave Blank:

Program Review - Learning Resource Center

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): Provide adequate library support staff to optimize library services and operation. The Instruction and Outreach Librarian directly supports students and faculties specializing in instruction and outreach through library instruction, workshops, and first-year experience, and campus engagements/programming, including:

- Liaison and reference responsibilities
- Teach library courses
- Provide training for staff as necessary in respective focus areas
- Assist in staffing the sites (Hanford & Tulare) as needed
- Collection development
- Library instruction (one-shots)

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: California Community College Board of Governors set the minimum standard for colleges to meet or exceed the standard (Title 5) for faculty and library support staff (see formula in the Academic Senate for California Community Colleges, Role of the Library Faculty in the California Community College handbook). COS FTES in 2021-2022 is 9122. Based on the formula from the California Community College Board of Governors, the College falls short 1.5 full-time faculty librarian and 9 support staff.

Resources Description

Personnel - Faculty - Hire a full-time, tenure track Instruction & Outreach Librarian. (Active)

Why is this resource required for this action?: Meet recommendations outlined from Academic Senate for California Community Colleges on the role of library faculty. This position already exist at many colleges, CUS, and UC systems.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 115000

Related Documents:

[Role of Library Faculty.pdf](#)

[Librarians & Staff](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 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.

Action: Instructional Designer, Full-time, Classified 12-months

Hire a full-time Instructional Designer.

Leave Blank:

Program Review - Learning Resource Center

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): There are also several initiatives coming from the Chancellor's office and other statewide governance bodies that necessitate additional training and support for faculty who teach online. In addition to a Distance Education Coordinator, many other CCCs have begun hiring instructional designers to help with professional development and other faculty needs such as technology training, evaluating online classes, designing course content (i.e., universal Canvas shells), and general training of faculty in Distance Education standards.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - Hire a full-time Instructional Designer. (Active)

Why is this resource required for this action?: This is a core position at most institutions that supports faculty in the designing of their courses and works alongside the DE Coordinator. To support faculty and institutionalize statewide distance education/online learning initiatives, a permanent Instructional Designer position is required.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 110000

Related Documents:

[Distance Education Coordinators Job Duties 2022 \(1\).pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Instructional Assistant - Lab Setting (Full-time, 12-month)

Hire a full-time (12-month) Instructional Assistant - Lab setting.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): Students need increasingly more support in the use of technology. This has put a strain on Student Helpdesk services that 3 part-time (20 hour/week) employees are covering 62.5 opening hours in Visalia, which leaves 2.5 hours unstaffed at the Student Helpdesk. One employee covers morning, one at peak times and the other covers evenings and the Saturday hours. Additionally, this position directly supports students on the technology aspects (e.g., data collection, management, preparation and technology processing) to allow the part-time Instructional Assistant to support with technical necessities (e.g., supporting students through communication tools, troubleshooting, and one-on-one direct technical support).

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Program Review - Learning Resource Center

Resources Description

Personnel - Classified/Confidential - Hire a full-time (12-month) Instructional Assistant - Lab setting. (Active)

Why is this resource required for this action?: To provide equitable Student Help Desk services and support during library hours of operation in Visalia, and to extend support for Tulare and Hanford. This position would ensure the Library/LRC provides adequate support staff coverage to effectively support students, faculty, and staff throughout the academic year and all hours of the library.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 60000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 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.

Action: Increase Library/Learning Resource Center Awareness and Marketing

Improve student and faculty awareness of the Library/Learning Resource Center program, resources, and services through marketing.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): The Library/LRC has no budget for marketing or promotional materials for long-term support that is aimed to improve student's ability to navigate and engage in the Library/LRC programs, resource, and services. An above-base budget request is necessary to allocate funding support for marketing and increasing awareness of the Library/LRC programs, resources, and services.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Funding support is necessary for marketing of Library/LRC programs, resources, and services. (Active)

Why is this resource required for this action?: The Library currently do not have a budget for marketing and promotional materials. An above-base budget request is necessary to fill the gap in marketing/promotional materials to increase awareness and marketing of Library/LRC programs, resources, and services.

Notes (optional):

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

Link Actions to District Objectives

Program Review - Learning Resource Center

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 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.

Action: Technology Loan Program Funding

Continued and increase funding for technology resources (e.g., laptops, hotspots, software, support, service contracts) for the Technology Loan Program.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): The Library/LRC has no sustainable, long-term budget for the Technology Loan Program that includes replacement cost, new equipment purchases, and on-going service contracts.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - On-going funding for technology resources and contract services to support students in multiple learning environments. (Active)

Why is this resource required for this action?: This resource is necessary in order to provide long-term technology access and support for students to be successful in various learning environment, such as distance education and Canvas.

Notes (optional):

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

Related Documents:

[AT&T Bill-Library.pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Program Review - Learning Resource Center

District Objective 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.

Action: Device Charging Stations

Purchase charging stations for the Library/LRC to provide the means for students to keep their devices operating.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): The Library/LRC fall short of equipment funding to purchase charging stations for students to use in the library.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Funding to purchase device charging stations for the Library/LRC. (Active)

Why is this resource required for this action?: According to the COS Technology Services department, at the beginning of the Fall 2022 semester, the campus had about 2,500 devices connected to the COS WiFi. It is clear personal devices are increasingly becoming, or are already, tools used by students for several demands such as completing coursework, engaging with classmates, and actively participating in class in a manner that allows collaboration through their own personal device/s. Thus, it is important that the Library/LRC provide the means for students to keep their devices operating when they are on campus and not create additional support burdens due to building infrastructure not providing accessible power outlets or compatible charging outlets for devices. An above-base budget request is necessary to purchase device charging stations for all three Library/LRC sites.

Notes (optional):

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

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 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.

Action: Reorganization of Library Spaces/Rooms

Reorganize the Tutorial Center area after they move to the new Educational Support Services (ESS) building in summer 2023.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): In the summer of 2023, the Tutorial Center will be moving to their new permanent location, the Education Support Services Building. Currently, Tutorial Center is located within the Visalia Library/LRC building on the first floor. With their departure in summer 2023, this provides opportunities for institutionalizing academic library ideas, implementations, and reorganization of the Library/LRC space.

Program Review - Learning Resource Center

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Action: Increase Large Study Rooms

Covert LRC 115, 116, and 129 into large group study rooms.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): The Library/LRC falls short of large group study rooms that are available for student use. In 2021-2022 academic year, there was a total of 283 bookings for the two large study rooms in the Visalia Library/LRC and 100% of the reservations were fulfilled. To support student need for large study space, the library Conference Room (LRC 210) was also used for overflow booking; however, when the conference room is booked for other events; the library would have to turn students away or reschedule their appointment to a different date and time. Where the Tutorial Center's services are currently located, they occupy three large room spaces that would convert to large study room. The Tutorial Center Anatomy Lab (LRC 116) and staff shared workspace (LRC 115) would convert to large study spaces with tables, chairs, whiteboard, TV screen monitor, and desktop computer. The other tutoring lab (LRC 129) would convert to multipurpose large study spaces where students in programs such as Anatomy and Physical Therapy could utilize the space for lab practices and studies. All newly added large study spaces would be fully equipped with supplies, materials, and furniture.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: Library Instruction Computer Classroom

Convert LRC 122 to the new library instruction computer classroom.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): Recognizing that the district is very limited in classroom availability to schedule classes, with the Tutorial Center moving to a newly built building in Summer 2023, the current Tutorial Center Math Lab (LRC 122) would convert to being the new library instruction/library course classroom. The classroom would be equipped with desktop computers to fill a capacity of 40 students and 1 instructor station. LRC 203 would be released to the general COS course schedule for departments that require computer access to schedule their regular semester classes. The Library/LRC will continue to help manage LRC 203 classroom similarly to classroom LRC 205, where the LRC 205 is prioritized for English and Math; however, managed by the Library Administration. The project will require the support of Facilities and Technology Services to complete.

Priority: High

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Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - Convert LRC 122 to the new library computer classroom, which requires 40 desktop computers and one instruction computer. (Active)

Why is this resource required for this action?: The new library computer classroom will need to be equipped with instructional equipment that mirrors classroom LRC 203 to meet classroom standard need for instruction.

Notes (optional): This also falls within Facilities resource type.

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

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Technical Services Processing Space for Library Staff

Convert the periodical shelving space on the first floor of the library that is located behind the Circulation desk into a technical library processing workspace.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): The library has shifted most of its periodicals online and can be accessed through the online databases; therefore, the space is currently being utilized to house all technologies such as Chromebooks, laptops, hotspots, and mice which is an unsecure storage space for expensive technologies. Designating this new workspace for library staff and student workers would clear the main Circulation area where it deters students from seeking help when library staff are in meetings and or working off desk focusing on their respective job duties.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Facilities - Convert Periodicals shelf space to a technical services workspace. (Active)

Why is this resource required for this action?: Workspace for processing library materials including inventory management.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 20000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

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District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Implement Inclusive Student-Centered Library/LRC Space - Lactation and Prayer Room

Convert office space LRC 130 into a lactation and prayer room.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): The Library/Learning Resource Center, and the College at large, do not have private spaces for lactation and religious needs.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Facilities - Convert LRC 130 to a lactation and prayer room. (Active)

Why is this resource required for this action?: Students and library staff have expressed concerns about the Library/LRC not providing student-centered inclusive spaces such as lactation rooms, prayer rooms for students of all religion to pray, and meditation rooms for solace.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 500

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Library Study Room ADA Compliance

Add ADA handicap door openers to group study room doors.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): The Visalia and Tulare Library/LRC have group study rooms; however, no study rooms are ADA compliant with regards to handicap door openers. To meet ADA regulations, at least one of the study rooms at each campus location would work with Facilities to implement ADA approved handicap door openers. An above-base budget will allow the two study rooms to be equipped with handicap door openers to comply with ADA regulations and to support COS students with disability accommodation/s.

Priority: High

Safety Issue: No

External Mandate: No

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Safety/Mandate Explanation:

Resources Description

Facilities - Installation of handicap door openers. (Active)

Why is this resource required for this action?: The group study rooms do not meet ADA requirements regarding door openers. Two group study rooms, one in Visalia and one in Tulare, will need to be equipped with handicap door openers to provide access to students who require a disability accommodation.

Notes (optional):

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

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: Professional Development Funding

Provide staff professional development to foster growth.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): The Library/LRC has a \$300 budget in the Travel & Conference account that does not support financial cost for professional development that are not free.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Increase the Travel & Conference library budget. (Active)

Why is this resource required for this action?: Additional funding for professional development is necessary to provide professional development opportunities for library staff and faculty.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 5000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Blanket FLEX Approval for DE Workshops

Institutionalize blanket approvals for DE Workshops for a full academic year.

Leave Blank:

Implementation Timeline: 2022 - 2023

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Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Dr. Mai Soua Lee (Director of Learning Resources), Brice Nakamura, Dr. Christopher Stillwell (DE Coordinators)

Rationale (With supporting data): DE has no blanket approval for DE-related workshops.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Compensation for Professional Development & Faculty Participation

Incentivize faculty participation in DE-related training and professional development.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Dr. Mai Soua Lee (Director of Learning Resources), Brice Nakamura, Dr. Christopher Stillwell (DE Coordinators)

Rationale (With supporting data): DE has no budget to incentivize faculty participation and for professional development.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Funding to incentivize faculty participation in professional development. (Active)

Why is this resource required for this action?: DE has not budget for incentivizing faculty participation in training and workshops.

Notes (optional):

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

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Contract Language Update Regarding Qualifications to Teach

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Online

Update the COSAFA Master Agreement language regarding online teaching certification requirements.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Dr. Mai Soua Lee (Director of Learning Resources), Brice Nakamura, Dr. Christopher Stillwell (DE Coordinators)

Rationale (With supporting data): The current contract language for COSTA/COSAFA employees is in need of revision, as it excuses most new employees from getting any training or offering much evidence of their expertise in teaching online (see COSAFA MA, Section 4.2.9, page 9 and COSTA MA, Section 8.2.10, page 20). Prior to the pandemic, the criterion that a “faculty member has taught an online course within the three-year period prior to requesting such an assignment” probably would have separated trained, experienced online instructors from those in need of training. After the pandemic and the universal shift to online instruction regardless of training or ability, however, this language is no longer effective for ensuring that COS students are taught by online instructors who are knowledgeable about laws and appropriate practices regarding online instruction. It would be best if that third criterion were removed from the next version of the contract.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Update the COSAFA Master Agreement language regarding teaching online qualifications. (Active)

Why is this resource required for this action?:

Notes (optional):

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

Related Documents:

[COSAFA Master Agreement](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Institutionalize a DE Department

Convert LRC 207 to the new DE Department.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Dr. Mai Soua Lee (Director of Learning Resources), Brice Nakamura, Dr. Christopher Stillwell (DE Coordinators)

Rationale (With supporting data): The District has no DE department or permanent full-time staff devoted to DE work; however,

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DE remains at the core of education at COS.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Facilities - Convert LRC 207 to the DE department. (Active)

Why is this resource required for this action?: Establish a permanent DE department where faculty can obtain support from the DE Coordinator and Instructional Designer.

Notes (optional):

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

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 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 Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Establish Local Peer Online Course Review (POCR) Team

Improve students' online success rates and attract online students through the CVC course exchange.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Dr. Mai Soua Lee (Director of Learning Resources), Brice Nakamura, Dr. Christopher Stillwell (DE Coordinators)

Rationale (With supporting data): Establish a local POCR team to help COS meet the new accreditation standards related to regular and substantive interaction to "ensure that students in the California Community College system have access to high-

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quality online courses designed to support student learning and success.”

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 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 Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.
District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.