Comprehensive Program Review Report

Program Review - Learning Resource Center

Program Summary

2023-2024

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What are the strengths of your area?:

LIBRARY/LEARNING RESOURCE CENTER (LRC)

The strengths of the Library/Learning Resource Center (LRC) are the dedication, talent, and positive attitude of Library staff members. The mission of the COS Library/LRC is to support student success, community advancement, and information literacy by providing equal access to quality resources and services to our students, faculty, and staff in a safe and inclusive environment. The vision of the Library/LRC commits to:

   - Provide equitable and continuous access to quality and cost-effective information resources, library services, and technology tools to students, faculty and staff.

   - Maintain a dynamic and diverse collection of information resources relevant to the curriculum and personal enrichment that supports student success.

   - Nurture a safe, welcoming, mutually respectful, and student-centered learning environment for individual and collaborative work.

   - Promote information literacy and guide users in developing the necessary skills to become independent and lifelong learners.

   - Encourage professional growth of library staff in order to meet the changing academic, technological, occupational, and cultural needs of the diverse user community.

Library Hours
The library's hours of operation returned to pre-pandemic hours in Fall 2021. The library's current hours are as follows:
Fall & Spring semesters:
   - Visalia: Monday-Thursday (7:30am-8:00pm), Friday (7:30am-4:00pm), Saturday (10:00am-2:00pm)
   - Hanford and Tulare: Monday-Thursday (8:00am-6:00pm)
Summer sessions (June - July):
   - Visalia: Monday-Thursday (8:00am-4:00pm)
   - Hanford and Tulare: Monday-Thursday (10:00am-3:00pm)
During the 2022-2023 academic year, the COS Library/LRCs had a total of 173,731 visitors, of which 145,251 was recorded in Visalia, 9,835 for Hanford, and Tulare with 18,645.

Ask a Librarian (AAL)
Ask a Librarian provides a wide variety of research services to students and faculty on all three campuses in multiple modes, including face-to-face at the physical AAL desks, and virtually through email, telephone, and live chat. Following is a breakdown of AAL services provided during the 2022-2023 academic year: 993 LibChats, 7,058 AAL Desks (Visalia: 3,562; Hanford: 2,118; Tulare: 1,372; Remote: 6), 603 Phone, and 138 Email. A total of 1,361 AAL interactions are specifically related to reference questions and support. Multilingual librarian experts can provide AAL services in Spanish, Hmong, Serbian, American Sign Language, and Farsi. AAL services include:
   - Research help (finding reliable sources for class projects and assignments)
   - Locating textbooks, eBooks, streaming videos, and articles online for free

(including scanning and email chapters from our collection if needed)
- Requesting printed library books for pick-up
- Citing sources
- Hotspot & Laptop checkout
- Textbook Scanning Requests
- Connecting students to other COS departments & staff including Student Tech Support

Library Liaison Program
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, such as books and eBooks, database articles, textbooks, streaming videos and open educational resources. Teaching faculty regularly meet with librarians to discuss their course needs, which informs collection management and library instruction design. In Spring 2023, librarians aligned library liaison areas with the COS Giant Pathways and created the Giant Pathways Library Support LibGuide that was published at the beginning of Fall 2023. The purpose of the LibGuide is to provide library support for the Giant Pathways which consist of resources such as books, databases, and librarian support. Since publication, the Giant Pathways Library LibGuide has garnered 600 views.

Library Instruction (One-Shot)
Librarians provide library instruction that is requested by teaching faculties through the submission of the online Library Instruction Request Form. The instruction session is typically 1-2 hours long and is conducted in collaboration with a teaching faculty member. These sessions teach students to navigate library resources, develop search strategies, use resources on the Library's website, avoid plagiarism, and build information literacy skills. In the 2022-2023 academic year, 94 library instruction sessions were delivered to 2,390 students. A total of 87 sessions were taught face-to-face and 7 were facilitated online through Zoom. Below is a snapshot of library instructions for the past 5 academic years including the aforementioned library instruction data.
- 2022-2023: 94 sessions, 2,390 students
- 2021-2022: 61 sessions, 1,209 students
- 2020-2021: 57 sessions, 1145 students (instruction sessions delivered virtually via Zoom due to the state of emergency COVID-19 pandemic)
- 2019-2020: 147 sessions, 3,502 students
- 2018-2019: 137 sessions, 3,348 students
Although library instruction statistics remain lower than pre-pandemic numbers, requests are consistently increasing since the Library's return to pre-pandemic hours and operations. As of September 15, 2023, the Library's Fall 2023 instructions statistics are 24 library instruction sessions, and reaching 640 students. Furthermore, library tours are typically a component of library instruction requested by faculties. A total of 11 library tours were conducted during the 2022-2023 academic year, and a total of 394 students took part in library tours.

Library Materials and Resources
Physical Collection: Most physical library materials are available for check out at the COS libraries and follow the Library's Borrowing Policy. The COS Library has a total of 67,721 items in the collection which consist of 170 Physical Audiovisual Materials, 21,984 eBooks, 72 Print Periodical Subscriptions, 44,304 Print Book Titles, and 1,191 Technology (desktops, laptops, iPads, tablets). Library staff, primarily librarians, are an integral role to the growth of the library collection through collection development responsibilities in their liaison area/s. During the 2022-2023 academic year, $32,153.17 was procured towards 1,063 new physical title purchase. A total of $32,153.17 went towards 188 textbook titles to increase the Library's course reserve collection for semester check out to students.

Academic Databases: The COS Library subscribes to 94 academic databases consisting of textbooks, articles, magazines, journals, newspapers, videos, and scholarly publications. These resources are curated by librarians with input from faculty to meet the needs of our COS curriculum. Publications and materials can be embedded in Canvas for students. In the 2022-2023 academic year, the Library/LRC acquired three new databases: MLA Handbook Plus, Exploring Race in Society, and Statista. These databases are available through the A-Z Database List found online.

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 guides in topics such as citation (e.g., MLA and APA) and nationally recognized celebrations such as National Hispanic Heritage Month, Asian/Pacific Islander Heritage, and LGBTQ+ Resources. 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) in one location. The Library/LRC currently provides 65 research guides

that are available for students, faculty, and staff. Some of the top viewed LibGuides are: Writability (7,571), Research Help for the students in Mr. Vasquez's classes (4,842), MLA Citation (9,377), and Information Competency Tutorial (2,164).

Technology Loan Program
There is a total of 1,431 technology inventory in the library's current collection available for circulation. The collection consists of 452 Dell Windows laptops, 569 Samsung Chromebooks, 108 Lenovo Chromebooks, and 302 AT&T hotspots. Library technology is available to currently enrolled COS students on a first come, first served basis stipulated through the library's online Hotspot and Laptop Request form. Two weeks prior to the end of the current semester, the library opens the online technology request form for students to submit their technology request/s for the upcoming semester. The library offers a technology distribution service one week before the start of a new semester to allow students to pick up their technology device/s in advance. During the 2022-2023 academic year, a total of 3,215 (1,779 laptops and 1,416 hotspots) technologies were circulated.

Course Reserve Textbooks Program
The Library/LRC maintains a significant collection of course reserve materials that students can check out for the full semester. The course reserve collection reflects most subjects taught at COS. Currently, there are 1,481 physical titles in the course reserve collection. In 2022-2023, 188 textbook titles were added to the course reserve collection. At the beginning of Fall 2023, 922 textbooks were checked out to students for the full semester.

Student Helpdesk
The Library/LRC in Visalia offers the Student Helpdesk to support COS students with technology and systems related questions and support. In early Fall 2022, a third Instructional Assistant – Lab Setting position was added to the Student Helpdesk team. At the end of Fall 2022, the afternoon Student Helpdesk position was converted from 10 months to 12 months to cover service hours throughout the summer. During the 2022-2023 academic year, a total of 1,019 questions were reported at the Student Helpdesk where staff supported in areas such as MyGiant, BannerWeb, password reset, COS general information, and Canvas. The Student Helpdesk provide support to students in-person, on the phone, and live chat with:
- Troubleshooting hardware and software issues
- Canvas
- Microsoft Office 365
- Universal Log-in (MyGiant)
- Multi-Factor Authentication (MFA)
- Directional Assistance
- Printing/Copying/Scanning
- Emailing Files
- Accessibility Tools
- Navigation of COS Information Systems
- Formatting Documents (e.g., APA and MLA templates)
- Remote AWS access
- Password Reset
- BannerWeb
- Mobile Printing
- Wi-Fi Connection

Library Website
The Library/LRC is available online. Most services and resources that are traditionally available at the physical site locations in Hanford, Tulare, and Visalia can be found online through the COS Library website.

Library Courses
Library (LIBR) 050, 101, 102, and 103 courses are offered every semester in face-to-face, online, and hybrid formats. LIBR 101, 102, and 103 are 1-unit, 5-week courses during the regular fall and spring semesters, while LIBR 050 is a 3-unit course that spans the full semester. LIBR 101, 102, and 103 are offered for either four or six weeks during summer sessions. A total of 35 library courses were offered in Fall 2022, Spring 2023, and Summer 2023 combined and had an overall 80.4% success rate.
    - LIBR 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 had a 64.8% success rate for the 2022-2023 academic year.
    - 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 an 83.2% success rate in 2022-2023.
    - 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 an 83.2% success rate during the 2022-2023 academic year.

- LIBR 103: Evaluating Information Sources teaches students strategies for evaluating information sources for academic and personal use. LIBR 103 had a 74.7% success rate in 2022-2023.

Student Satisfaction
The 2023 Mother Load Survey Reponses for Library services and resources showed:
    - 99% satisfaction with overall Library/LRC services
    - 98% satisfaction with Borrowing Materials (books, DVDs, textbooks, etc.)
    - 97% satisfaction with eBooks & Academic Databases
    - 99% satisfaction with Ask a Librarian (reference, research and citation assistance)
    - 97% satisfaction with Study Rooms/Quiet Areas
    - 98% satisfaction with Student Helpdesk (assistance using computers, printers, etc.)
    - 98% satisfaction with Student Research Workshops
    - 95% satisfaction with Hours of Operation
Overall, the data illustrates that users are satisfied with the services and resources provided by the COS Library/LRC.

DISTANCE EDUCATION (DE)

State of Online/Distance Education at COS
Demand for online classes continues to be strong. During the 2022-23 academic year, 41% of students enrolled in an English class were enrolled in an online or hybrid class. Enrollment data for Math was slightly higher: about 45% of students enrolled in a Math class selected an online or hybrid format. These percentages are in actuality slightly higher than those listed here, as this data does not include Dual Enrollment students, many of whom enroll in online courses at COS. 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
Last year, the Distance Education and Educational Technology Committees collaboratively drafted a new DE Coordinator job description. A hiring committee was assembled and at the end of the 2022-2023 academic year, Elise Baker was hired as full-time DE Coordinator, replacing Dr. Deborah Nolan.

Online Teaching Certificate Program (OTCP)
In the 2022-2023 academic year, 11 COS faculty and staff completed the OTCP under the supervision of Dr. Christopher Stillwell.
    - Fall 2022: 5 faculty certified
    - Spring 2023: no OTCP offered
    - Summer 2023: 6 faculty certified

For both Fall 2022 and Summer 2023, 100% of those who enrolled in the OTCP completed their certification. Participation in the synchronous workshops appears to be correlated with successful completion, as all enrolled faculty in these two sessions opted to join at least one of the live Zoom sessions. This pattern holds from the previous academic year, wherein every faculty member who attended a synchronous workshop completed the certification.

Starting in September 2023, the Online Teaching Certificate Program is being facilitated by Elise Baker in her new role as Distance Education Coordinator. At present, the program is being run much as Dr. Stillwell left it with several updates made to emphasize the changes to Title 5 and accreditation requirement of regular and substantive interaction (RSI). The program consists of:
    * 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
    * four modules of instructional content such as:
        - Canvas basics, tools, integrated technologies,
        - legal considerations in online teaching and learning,
        - equity-mindedness in distance education,
        - full Canvas shell development as the culminating project

* Ongoing revisions made to reflect current best practices employed in UC and California community college courses and content from monthly statewide DECO meetings and current professional development workshops

The 2023-2024 is projecting to be a strong year for the OTCP, with 30 faculty members registered for the Fall program. The program will be offered again in Spring 2024 and Summer 2024.

RSI Review Team
In Spring 2023, a cadre of 20 faculty members was trained over a five-week period in the new Title 5 requirements pertaining to regular and substantive interaction. Upon completion of their training, these faculty members were tasked with reviewing online and hybrid courses at COS to ensure Title 5 compliance to prepare for the 2025 ACCJC accreditation visit and online course reviews. As of Fall 2023, 31 courses have been reviewed or are in active review with the RSI team, with ongoing efforts to solicit participation in the process from distance education faculty. This process will continue through the Fall 2024 semester. The ACCJC accreditation team will be reviewing 5% of COS' online courses (approximately 40 courses) and will be selecting courses from Fall 2024 only.

DE Professional Development Workshops
During the 2022-2023 academic year, Dr. Stillwell offered professional development workshops to provide support and increase instructional excellence in a number of areas related to online instruction. He also collaborated with other faculty with specialty areas. Workshop topics included:
        - Making dynamic online courses that include RSI
        - Beginning classes well, Ending classes well
        - Instructional routines
        - Course accessibility with the AAC's Kyle Campbell and Megan Miller
        - Online Teaching Conference highlights with Vanessa Bailey
        - Facilitating engaging discussions
        - Overview of CVC rubric for awesome online instruction
        - CVC rubric: interaction and assessment
        - ChatGPT
These workshops offered 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.

The 2023-2024 academic year will include a variety of workshops on topics such as:
        - Streamlining the student experience on Canvas
        - Universal Design
        - RSI Review Readiness
        - Incorporating Regular and Substantive Interaction
        - Facilitating and enhancing peer-to-peer contact opportunities in the online course
        - Self-evaluating for RSI
        - Various Canvas-integrated tools and technologies
        - Generative AI
        - Instructor presence in the online course
With accreditations visits happening in Spring 2025 and online courses being evaluated in Fall 2024, many workshops during the 2023-2024 AY will be focused on practices that will support COS' ongoing accreditation. To capture as much faculty engagement as possible, several of the most pertinent workshops (RSI, peer-to-peer contact, self-evaluating) will be offered more than once. Faculty with specific expertise or discipline-specific online teaching skillsets are invited to propose and co-facilitate workshops with the DE Coordinator.

COS Distance Ed Workshops and trainings are now permanently blanket-approved by FEC, in alignment with the recommendation made by Brice Nakamura and Dr. Chris Stillwell in their 2022-2023 program review.

Focusing on a Culture of Educational Excellence
Because the DE Coordinator engages with COS instructors of all disciplines and experience levels, outgoing DE Coordinators Brice Nakamura and Dr. Chris Stillwell, and incoming DE Coordinator Elise Baker have all worked to cultivate an organizational commitment to excellence in online instruction over expansion of online offerings. While demand for online courses is high and presents an exciting future to look forward to, the DE Coordinator is prioritizing bringing existing online faculty and courses into federal compliance. The OTCP, RSI Review, and DE workshops focus on DE best practices, Title 5 regulations, and on highlighting innovations that many COS online faculty are already practicing and can share with their colleagues for cross-discipline adoption and implementation.

Website
The Online Learning Resources webpage continues to be a place that offers teaching and learning resources for online COS students and faculty. The website is managed by Elise Baker, with any significant changes and updates first going through the Distance Education and Educational Technology Committees.

What improvements are needed?:

LIBRARY/LEARNING RESOURCE CENTER (LRC)

Library Staff
To provide quality services and positive learning experience in any program for students, it begins with a fully functioning team. The COS Library is in desperate need of full-time staff members. The COS Library currently has 1 administrator, 4 full-time faculty librarians, 8 adjunct faculty librarians, 3 full-time classified support staff, and 5 part-time classified support staff. The number of part-time staff is double the number of full-time staff in the COS Library. In the 'The Role of Library Faculty in California Community College' library faculty staffing is outlined as follows: <1000 = 2, 1001-3000 = 3, 3001-5000 = 4, 5001-7000 = 5, and each addition 1000 FTES = 0.5. Moreover, classified library support staff is recommended as follows: <1000 = 3, 1001-3000 = 4.5, 3001-5000 = 6.5, 5001-7000 = 9, and each addition 1000 FTES = 1. Per Title 5 §58724 of the California Code of Regulations, the California Community College Board of Governors set minimum standards for community colleges to meet or exceed the standard for faculty and library support staff. Based on the standards and recommendation, COS will need to hire two full-time librarians (one faculty in Visalia and one faculty at one of the sites, Hanford/Tulare). Furthermore, a third full-time classified library staff team member is needed to carry out the duties and responsibilities that fall outside of the Library Specialists' duties. The three library staff members would put COS closer to meeting the ASCCC recommendation on library staffing for Community Colleges. The advocacy for these positions will continue moving forward through program reviews until the college meets the recommendations.

Technology
Technology Loan Program: The Library/LRC Technology Loan Program has increased over the last three years as a result of the COVID-19 pandemic. Pre-pandemic, the Library/LRC circulated 35 laptops and 44 hotspots inventory across all three campuses. Since the pandemic, the Library/LRC technology inventory increased to 3413 laptops and 2215 hotspots. In the latter part of 2020-2021 through early 2021-2022 academic years, monthly technology services and purchases of new technology were funded through basic skills and COVID funding. In the Summer of 2023, the technology loan program decreased its inventory to 300 hotspots, 500 Chromebooks, and 300 Windows laptops as recommended by senior management, which created equity gaps as demands for technology remain relatively high while supplies/inventory decreased. In Fall 2023, a total of 347 requests were submitted for hotspots, of which 301 were fulfilled. A total of 46 hotspot requests remains unfulfilled in the current semester. A base-budget augmentation is needed to maintain the current technology inventory, including replacement costs for laptops and hotspots moving forward.

Awareness, Marketing, and Outreach
The data from the 2023 Mother Lode for Library/LRC indicates that students are not aware of two major services: Student Research Workshops (17%) and Laptops and Hotspot Program (14%). Student Research Workshops were institutionalized in 2021-2022. Since its establishment, the number of attendees at Student Research Workshops has been relatively low, and this will be a challenge the library looks forward to addressing through adequate marketing. The Laptop and Hotspot Program has been part of the library's circulation resources since 2018. To effectively increase awareness of library services and resources, marketing and outreach effort is needed early so that students are aware of what is available to them. Furthermore, a library marketing and outreach budget is needed to purchase marketing materials to promote library services and resources, including Library branded swag.

Collection Development, Modernization, and Weeding
The COS Library's current print collection needs to be updated. The age of the collection is 60% pre-2000, 15% 2000-2010, 23% 2010-2020, and 2% post 2020. The collection is cataloged using the Dewey Decimal Classification (DDS) system which most community college libraries have migrated to the Library of Congress (LC) classification system. Librarians need to continue weeding and purchasing (evaluate library materials in their liaison area/s) to increase relevance and currency of the collection. Additionally, to advance the COS Library collection to mirror other community colleges, the collection will transition to the Library of Congress classification system. The migration from DDS to LC will also allow the collection to grow in alignment with most community college and four-year academic institutions' classification systems. The transition from DDC to LC will require a significant amount of Library staff support and funding sources to achieve the migration. The project will require an above base

funding request, outside of Facilities projects for the library transition, to fund the migration (weeded books replacement), supplies/materials, and staffing.

DISTANCE EDUCATION (DE)

Contract Language Regarding Qualifications to Teach Online
The current contract language for COSTA/COSAFA employees is in need of revision in the next COSTA/COSAFA Master Agreements coming up for negotiation in Spring 2024. In the current iterations, COS employees have been largely excused from any online training, and are not required to provide any evidence of their instructional effectiveness in online or hybrid modalities. The verbiage in COSTA and COSAFA MAs is the same, and can be found in COSTA Article 8.2.10.1, and COSAFA Article 4.2.9. The problematic portion of the language is that a faculty member can teach online for COS if that "faculty member has taught an online course within the three-year period prior to requesting such an assignment." Prior to the pandemic, this criterion would likely have separated trained, experienced online instructors from those with no training. However, after the universal shift to online instruction regardless of training or ability during the pandemic, this language is allowing many instructors with no training or knowledge of relevant laws, Title 5 requirements, or accessibility guidelines to teach online for COS. In some cases where non-certified faculty have escaped initial notice before the semester start date, by simply making it to the end of their current course they have met the requirements of the contract and can teach for COS online indefinitely into the future. It is recommended that third criterion be removed from the next version of the contract.

It is also recommended that as part of these changes to the COSTA and COSAFA MAs, a requirement for recertification is included. Laws, tools, technology, and best practices change rapidly, and faculty that received even the best of training pre-pandemic will be very out of date when compared to current expectations and legal requirements for online teaching. The Distance Education Committee has initiated research into other California Community College recertification programs, and while this work is in its early stages*, it is evident that many CCCs require ongoing professional development for their online faculty. COS should follow that trend to maintain online course quality and legal compliance.

*In 2020, California Community College's Distance Education Coordinators' Organization collaborated with CVC-OEI and @ONE to conduct a survey of Distance Education structures at CCCs. 66 colleges responded, and nearly ¾ of CCCs at that time had a requirement that online faculty maintain and provide evidence of ongoing online professional development.

Financial Compensation for Summer OTCP
The summer is a convenient and appealing time for many faculty members to enroll in online teaching certification. In benefits the District to certify as many online teachers as possible, so it is important that the OTCP is offered in the summer. The faculty facilitator spends 30 hours on the course holding live Zoom sessions, grading and providing feedback on assignments, and communicating with students and the District about certifications. Full time faculty are paid $90.00/hourly for work during the summer. Benefit rate for any hours paid on a time sheet is currently 22.6708%, so the total compensation for the summer facilitator is $3,312.12.

Hiring Needs in Distance Education: Instructional Designer
The primary directive of the newly-hired DE Coordinator position is 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 pandemic, and the last several years have laid bare a need for additional support beyond 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 a number of 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 CCC's have full-time instructional designers* to help with professional development and other faculty needs such as general and technology training, evaluating online classes, designing course content (i.e. RSI-ready Canvas shells, OER/ZTC-ready Canvas courses), and general training of faculty in Distance Education standards. COS needs to hire an Instructional Designer to assist faculty with the student-facing aspects of distance education. This need has been emphasized by faculty and administrators across the district and has been discussed with the DE Coordinator in Distance Education Committee, Educational Technology Committee, and OER/ZTC Task force meetings.

*In the same 2020 CCCDECO survey of structures, 47% of CCCs reported having their own Distance Ed department, and the

average number of department employees was 2 with a maximum of 9 at the larger colleges. At that time, 40% of CCCs employed at least one instructional designer (a majority reported a Classified designation for this role). It should be noted that this survey was completed in 2020, and since then DE structures at all CCCs have changed and expanded considerably. It should also be noted that at the time of this survey, 53% of the responding DE Coordinators did not feel that their existing structures were sufficient to support the DE work being done at their college, and this was pre-pandemic.

Describe any external opportunities or challenges.:

LIBRARY/LEARNING RESOURCE CENTER (LRC)

Consolidating Library and Learning Resource Center to the Second Floor in Lodgepole Building
At the end of Spring 2023, the Library Division was informed of senior management's recommendation to consolidate the Library & Learning Resource Center to one floor (the second floor of Lodgepole) to make room for Student Services moving into the building. Towards the end of Summer 2023, Educational Support Services (Tutorial Center) vacated to the new ESS building and the Access and Ability Center (AAC) moved into the vacant space. A timeline of the district transitions was provided to the library, which included various transition phases which includes multiple departments impacted by the district transition. In preparation for the library's transition from the first floor to second floor, library staff has put together a Library Transition Workgroup to collect feedback and guide the library in the transition phases. The workgroup has met once to outline important questions to forward to the Area Dean and to develop a plan for moving resources, services, and staffing to the second floor. At this time, it is difficult to determine/estimate the required funding sources and staffing that will be needed to fully transition the library. However, library staff has created a wishlist as an opportunity for improvements and growth which includes upgrading security gates, self-check-out machines, locked Library storage, library technical services processing area, quiet study room (LRC 209), public announcement (PA) system, plenty of soft seating with access to power outlets, computer workstations (for research and printing), extra door on the bathrooms (to muffle sound), display cases, and regular shelving (rather than compact). The funding source for this project will be under the supervision of the Dean of Facilities as it involves building structure modification. Some aspects of the wishlist may be charged towards the library's budget; however, this is yet to be determined.

Increase Library Staffing
Library Support Staff: Maintaining a full library support team 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 community colleges to meet or exceed the standard for faculty librarian and library support staff outlined as follows: Faculty Librarians (<1000 = 2, 1001-3000 = 3, 3001-5000 = 4, 5001-7000 = 5, addition 1000 FTES = 0.5) and Classified Library Support Staff (<1000 = 3, 1001-3000 = 4.5, 3001-5000 = 6.5, 5001-7000 = 9, addition 1000 FTES = 1). The FTES in 2022-2023 for College of the Sequoias was 9,718, which means that COS falls short of 1.5 full-time faculty librarian and 7 support staff. Although the Library staff currently consist of 1 administrator, 4 full-time faculty librarians, 8 adjunct faculty librarians, 3 full-time classified support staff, and 5 part-time classified support staff, it is a challenge to cover all service hours and provide adequate support/services when staffing is interrupted. The COS Library will need to hire a third full-time classified staff member and two full-time faculty librarians to move COS closer to meeting the ASCCC recommendation on library staffing for Community Colleges. The library staffing growth opportunity remains ongoing and further conversations and needs assessment will need to be considered moving forward.

Budget & Funding
Awareness, Marketing, and Outreach: The Library/LRC is committed to expanding outreach efforts to the COS community through various campus engagements such as Giant Days, Club Rush, outreach events such as the Multicultural and Career and Resource Fairs, Student Research Workshops, and the Library's liaison program. Librarians offer a variety of student research workshops for students such as OneSearch, Citation, Plagiarism, and General Library Overview; as previously mentioned, attendance at these workshops has been relatively low and thus would benefit from additional marketing, supported by adequate funding. 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 of these services through social media (e.g., email, listserv), promotional materials (e.g., fliers, poster), and swag branding (e.g., pen, highlighters, pencils, sticky notepads), a base-budget augmentation is needed.

Technology (AT&T Hotspots Services & Replacement): The COS Library is currently funding 300 AT&T hotspots serviced with carry-forward monies from the district that will cease after the 2023-2024 academic year. The Library/LRC began Fall 2023 with an inventory of 302 AT&T hotspots. As of October 16, 2023, the library has checked out 280 AT&T hotspots and had a total of 366 requests for hotspots in Fall 2023. The library currently has 46 outstanding hotspot requests that remain unfulfilled due to inventory shortage. The library will need a base budget augmentation of $59,900 to maintain this high demand resource for students. Funding beyond the service plans (est. $54,900) will be utilized for hotspot replacements ($5,000) as needed.

Technology (Dell Windows Laptops & Samsung Chromebooks Replacement): The library began the Fall 2023 semester with 569 Samsung Chromebooks and 452 Dell Windows laptops, including 108 Lenovo Chromebooks that were recommissioned to meet the request needs of students. As of October 4, 2023, the library has checked out 735 laptop devices. Many Samsung Chromebook devices purchased during the pandemic are reaching their end-of-life usage (estimated 3-4 years), which will need to be replaced as needed due to being damaged, lost, or stolen. The 300 Windows laptops purchased during the pandemic are still within good usage term through 2026, though some will require replacement due to damages, lost, or stolen. The library is anticipating replacing between 10-15 devices per year and will continue to refurbish older devices for use. The library is requesting a total of $20,000 in base budget augmentation to cover replacement costs which allocated to $12,000 for 10 Dell Windows laptops and $7,500 for 15 Samsung Chromebooks.

Database Subscriptions: The COS Library needs a base budget augmentation to increase the capital outlay budget to cover costs for five databases: OverDrive, Statista, MLA Handbook Plus, CMS Handbook, and Lexicomp. Four of the five databases are funded through carryover monies from 2022-2023 funds and one of the databases (Lexicomp) was funded through a district program's funding source (Perkins). A base budget augmentation is needed to maintain ongoing service subscription to these essential databases.

DISTANCE EDUCATION (DE)

Title 5 Changes
The Spring 2022 updates to Title 5 § 55204 re: RSI and distance education continue to significantly impact the work that the Distance Education Coordinator is doing for COS. That language established "Regular and Substantive Interaction" as a legal requirement and came with updated definitions and guidelines. Several colleges failed accreditation in the immediate aftermath of these changes, and although comprehensive information is not available regarding COS online courses' compliance with these guidelines, anecdotal evidence suggests that many courses may not be compliant. Additionally, § 55200 and has been updated with new language concerning accessibility. There are also some updates to § 55205 concerning publication of course standards and managing compliance of these changes are all under the purview of the DE Coordinator and Curriculum Coordinator.

POCR (Peer Online Course Review)
As COS approaches a new accreditation cycle, one area of improvement lies with online courses and professional development. The California Virtual Campus has offered opportunities for professional development, including the Peer Online Course Review (POCR) system.

The CVC-OEI's POCR offers an opportunity for COS to improve online success rates and attract more online students via the CVC Course Exchange. It also can help COS meet the new Title 5 regulations and accreditation standards related to regular and 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" (https://onlinenetworkofeducators.org/course-design-academy/pocr-resources/).
    - 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" (https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/).
    - 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.

There is a clear need for faculty to receive training in POCR so that COS can meet accreditation standards and so that courses on the CVC Exchange can be prioritized and advertised to students. In an ideal situation, each division would have 1-2 POCR experts that could review courses in their respective divisions, with assistance from the DE Coordinator and an Instructional Designer. However, there is a need for financial compensation for faculty earning POCR Certification and for reviewing courses (i.e., reassigned time or stipends).

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 new 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!"
(https://onlinenetworkofeducators.org/course-design-academy/pocr-resources/)

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 2023 Student Support Services Survey for assessment. Overall, the Library/LRC continues to see a consistent satisfaction rate, with an overall 99% of students stating they are satisfied with the services they receive from the Library/LRC across the district.

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)

To increase awareness, the Library/LRC invested in marketing and outreach efforts. Based on this assessment, the library market services through the Marketing department to post announcements on social media, including the traditional library's website, Canvas announcement postings, and printed workshop and technology loan fliers for display across all three campus locations. Furthermore, the library participates in campus events to increase awareness of the Library/LRC services and resources.

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, a one-unit library course and the three-unit library course are assessed every year. These assessments are discussed at Dialogue Days each semester with broad, effective department participation.

Overall SLO Achievement:
LIBRARY/LEARNING RESOURCE CENTER (LRC)

LIBR 050: During Spring 2023 Dialogue Day, librarians reviewed LIBR 050 student learning outcomes (SLOs) #3 and #4.

SLO #3 being assessed is Search Strategies. In this SLO, "Students will execute search strategies using both deep and open web sources." SLO #3 was assessed using both Week 10: Deep Web and Week 12: Open Web assignments. Using the "Outcome Settings" inside Canvas, the instructor combined the average score of both assignments to help determine whether students met the outcome. Out of 33 students, 5 students exceeded the expectation, 9 students met the expectation, 6 students needed

improvement, and 13 students did not meet the expectation; 7 out of the 13 students who did not meet the expectation did not complete both assignments. Librarians discussed the assessment method and agreed to combine both the deep web and open web modules into one and have only one assessment method tied to SLO #3. This change will be reflected in the upcoming SLO #3 assessment method.

Furthermore, SLO #4 being assessed is Authority. In this SLO, "Students will identify the authority of diverse information sources using multiple strategies." SLO #4 was assessed using the Week 14: Evaluating Information Sources assignment. Out of 33 students, 9 students exceeded the expectations, 4 students needed improvement, and 20 students did not meet the expectations. 10 out of the 20 students who did not meet the expectations did not complete the assignment. Librarians discussed the assessment method and agreed that students should identify all five CRAAP criteria in their responses. It was suggested by librarians to include the evaluation criteria in the grading rubric and to redesign the assignment so that each criterion includes the students' responses. In addition, librarians discussed including an example of the assessment and reminding students who are falling behind that they can make up late work. This change will be reflected in the upcoming SLO #4 assessment method.

SLO #5 on Attributions and Citations ask "Students to credit the work of others through proper attribution and citations" will be assessed during the Fall 2023 semester. The assessment results, changes, and/or improvements will be discussed during the Spring 2024 Dialogue Day Meeting. One section of LIBR 050 is being taught in Fall 2023.

LIBR 101: The current outcome for LIBR 103 is "Students will identify diverse sources of information in order to evaluate and use resources appropriately for their information needs." The outcome will be assessed during the Fall 2023 semester, and the assessment results, changes, and/or improvements will be discussed during the Spring 2024 Dialogue Day Meeting. A total of seven sections of LIBR 101 are being taught in Fall 2023.

LIBR 102: The current outcome for LIBR 102 is "Students will develop effective search strategies and use academic databases to find relevant sources for their information needs." The outcome will be assessed during the Fall 2024 semester and the assessment results, changes, and/or improvements will be discussed during the Spring 2025 Dialogue Day Meeting. A total of three sections of LIBR 102 are being taught in Fall 2023.

LIBR 103: During Spring 2023 Dialogue Day Meeting, librarians reviewed LIBR 103 SLO which indicates that "Students will identify the appropriate level of scholarship among publication types (scholarly journals, magazines, websites, etc.) to critically evaluate the usefulness of the information for their research needs." The overall results of this assessment met the student learning outcome. The assessment method asked students to use the assigned article to evaluate the information source with the CRAAP test looking at currency, relevancy, accuracy, authority, and purpose. The total success rate of completing the assignment is 94%. Three students attempted to complete the assignment but did not complete the assignment. Librarians discussed the assessment results and suggested improvement of the assessment method by having instructors provide clear expectations on word count, a response example, and adding an assignment rubric. Additionally, further discussions prompted suggestions to review and revise the articles provided on a regular basis, as well as giving the students the opportunity to find their own articles.

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

LIBR 050
SLO #3: Librarians discussed the assessment method and agreed to combine both the deep web and open web modules into one and have only one assessment method tied to SLO #3. This change will be reflected in the upcoming SLO #3 assessment method.

SLO #4: Librarians discussed the assessment method and agreed that students should identify all five CRAAP criteria in their responses. It was suggested by librarians to include the evaluation criteria in the grading rubric and to redesign the assignment so that each criterion includes the students' responses. In addition, librarians discussed including an example of the assessment and reminding students who are falling behind that they can make up late work. This change will be reflected in the upcoming SLO #4 assessment method.

LIBR 103
SLO: Librarians discussed the assessment results and suggested improvement of the assessment method by having instructors provide clear expectations on word count, a response example, and adding an assignment rubric. Additionally, further discussions prompted suggestions to review and revise the articles provided on a regular basis, as well as giving the students the

opportunity to find their own articles. This change will be reflected in the upcoming SLO assessment method.

Related Documents:
[2019-Present Library Instruction Sessions.pdf](#)
[2022 - 2023 Door Count - All Sites.pdf](#)
[2022 - 2023 Librarian Liaison and Instruction Session Progress.pdf](#)
[2022 - 2023 Library Tour Data.pdf](#)
[2022-2023 LibGuide Stats.pdf](#)
[2023 Mother Lode Results-Library (Redacted).pdf](#)
[Age of collection_10.3.23.pdf](#)
[FTES and Headcount_2022-2023.pdf](#)
[Gimlet Data 7-22_6-23.pdf](#)
[Laptop and Hotspot Requests_Data 10.4.23.pdf](#)
[Library Courses-Success & Enrollments-22-23AY.pdf](#)
[Role_of_Library_Faculty_Pub.2019.pdf](#)
[Technology Checkout Between Spring 2022 through Summer 2023.pdf](#)
[Fall 2022 Classified Requests - IC Ranking Results.pdf](#)

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
Leave Blank:
Leave Blank:
Identify related course/program outcomes: Increase professional development opportunities for faculties and participation of District employees in support of improving online learning effectiveness. Provide access and training to faculty in learning and teaching technologies so learning and teaching technologies may be used effectively and efficiently. Implement statewide initiatives in compliance with distance education.
Person(s) Responsible (Name and Position): Dr. Mai Soua Lee, Director of Learning Resources
Rationale (With supporting data): 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 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.

Program Review - Learning Resource Center

- 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: 2023 - 2024   10/13/2023
Status: Action Completed
Distance Education (DE) Coordinator, Full-time, Tenure-track was hired and they started in this role in the 2023-2024 academic year.
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
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

Program Review - Learning Resource Center

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: Library Classified Support Staff - Library Operations 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

Program Review - Learning Resource Center

- 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: 2023 - 2024   10/16/2023
Status: Continue Action Next Year
The Library Operations Coordinator position was not approved through the Classified Staff ranking process in Instructional Council. The Library will continue to advocate for the position during the program request cycle.
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)

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.

Program Review - Learning Resource Center

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

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

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): 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.

Update on Action

Updates

Update Year: 2023 - 2024   10/16/2023
Status: Continue Action Next Year
The Instruction and Outreach Librarian, full-time, tenure-track position did not rank during faculty request at Instructional Council. The Library will continue to advocate for the position to put the College closer to meeting ASCCC recommendation for library faculty and staff support in the Community College.
Impact on District Objectives/Unit Outcomes (Not Required):

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.

Program Review - Learning Resource Center

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:
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)

Program Review - Learning Resource Center

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:

Update on Action
Updates
Update Year: 2023 - 2024   10/16/2023

Update Year: 2023 - 2024   10/16/2023
Status: Continue Action Next Year
The Instructional Assistant (Lab Setting) position ranked #5 during the 2022 Classified Staff Requests process at Instructional Council. The district approved the position; however, the position was removed from the Library and given to the Educational Support Services department. The Library will continue to ask for the same position at a later time after the library transition.
Impact on District Objectives/Unit Outcomes (Not Required):
Related Documents:
Fall 2022 Classified Requests - IC Ranking Results.pdf

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.

Program Review - Learning Resource Center

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

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

Program Review - Learning Resource Center

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2023 - 2024   10/15/2023
Status: Continue Action Next Year
Continue to advocate and request for ongoing technology funding through base budget augmentation to maintain the current 300 hotspot services for student check out on a semester basis.
Impact on District Objectives/Unit Outcomes (Not Required):

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.
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

Program Review - Learning Resource Center

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:

Update on Action

Updates

Update Year: 2023 - 2024   10/15/2023
Status: Action Completed
5 KwikBoost independent mobile charging stations were purchased during the 2022-2023 academic year with Instructional Equipment funding and installed in all COS Library/LRCs: 3 in Visalia, 1 in Hanford, and 1 in Tulare.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Non-Instructional - 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.
Priority: High
Safety Issue: No
External Mandate: No

Program Review - Learning Resource Center

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2023 - 2024   10/15/2023
Status: Action Discontinued
This action was not approved to be implemented due to the district's reorganization/transition of many student services programs that will be moving into Lodgepole.

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

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:

Update on Action

Updates

Update Year: 2023 - 2024   10/15/2023
Status: Action Discontinued
This action was not approved to be implemented due to the district's reorganization/transition of many student services programs that will be moving into Lodgepole. In fact, the library will be losing large study room spaces as a result of student services moving into the Lodgepole building.

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

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.

Program Review - Learning Resource Center

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
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.

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

Program Review - Learning Resource Center

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
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)

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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
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

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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 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

Program Review - Learning Resource Center

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, 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-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.

Action: 2023-2024 Hotspot Services and Replacement

Maintain the current hotspot inventory of 300 units for semester long check out to COS students.

Leave Blank:
Implementation Timeline: 2023 - 2024
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. District Goal #3: College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.

Program Review - Learning Resource Center

Person(s) Responsible (Name and Position): Dr. Mai Soua Lee (Director of Library and Learning Resources), Josie Reyes (Library Specialist), Catherine Tully (Library Specialist), Brian Martin (Instructional Assistant-Lab Setting), Justin Gray (Instructional Assistant-Lab Setting), Seng Saechao

Rationale (With supporting data): Internet connectivity was essential (and remains essential) during the COVID-19 Pandemic for students to have access to the internet while attending school online/remotely. Most, if not all, COS classes were shifted online because of the campus closure for health and safety measures. During this time, the district funded over 2,000 hotspot services with Sprint, AT&T, and T-Mobile combined, of which 1,500 hotspots were canceled at the end of Spring 2022 in response to senior management's recommendation to decrease hotspot services. Between Spring 2022 through Summer 2023, the library circulated 2,120 hotspots. Again, in Summer 2023, senior management recommended the library to decrease the availability of hotspots from 500 to 300 units and scale back the program as closely as possible to pre-pandemic inventory. With the demand of students' technology needs, recorded from the Laptop & Hotspot Request online form, it is not feasible to return to pre-pandemic hotspot inventory of 34 hotspot units. The Library/LRC began Fall 2023 with an inventory of 302 AT&T hotspots. As of October 16, 2023, the library has checked out 280 AT&T hotspots and had a total of 366 requests for hotspots in Fall 2023. The library currently has 46 outstanding hotspot requests that remain unfulfilled due to inventory shortage. Furthermore, the hotspot services are currently funded by one-time funds from the district which will cease after the current 23-24 academic year; and therefore, the library requests a $59,900 base budget augmentation to its operating expenses to maintain this high demand resource for students. Funding beyond the service plans (est. $54,900) will be utilized for hotspot replacements ($5,000) as needed.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Funding for 300 hotspot services and replacement cost. (Active)

Why is this resource required for this action?: Hotspot services remain an integral part of student success as it enables students to be connected to their instructors, courses, assignments, resources, and peers. Essentially, hotspot services are essential in this day and age when most classes have an online Canvas component, including submitting assignments on Canvas, even for face-to-face courses. Since the Library's inventory has decreased significantly and there is no allocation for hotspot services and replacement cost, the library will need a base budget augmentation to maintain the current inventory of 300 hotspots.

Notes (optional): Maintain services for 300 AT&T Hotspots ($54,900), including hotspot replacement cost (as needed) ($5,000). The library is requesting a total of $59,900 in base budget augmentation.

Cost of Request (Nothing will be funded over the amount listed.): 59900

Related Documents:
Laptop and Hotspot Requests_Data 10.4.23.pdf
Technology Checkout Between Spring 2022 through Summer 2023.pdf

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 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.

Action: 2023-2024 Dell Windows Laptops and Samsung Chromebooks Replacement

Program Review - Learning Resource Center

Maintain the current technology inventory 300 Dell Windows laptops and 500 Samsung Chromebooks for semester long check out to COS students.

Leave Blank:
Implementation Timeline: 2023 - 2024
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. District Goal #3: College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.
Person(s) Responsible (Name and Position): Dr. Mai Soua Lee (Director of Library and Learning Resources), Josie Reyes (Library Specialist), Catherine Tully (Library Specialist), Brian Martin (Instructional Assistant-Lab Setting), Justin Gray (Instructional Assistant-Lab Setting), Seng Saechao
Rationale (With supporting data): Technology is essential despite semi-post pandemic. As a result of campus closure during the COVID-19 pandemic, the district funded 3000 Samsung Chromebooks and 300 Dell Windows laptops for the library to circulate to students. Between Spring 2022 through Summer 2023, the library circulated a total of 2,499 technology devices combined (1,927 Samsung Chromebooks; 572 Dell Windows laptops). When the campus reopened in Fall 2022, many students who had a laptop checked out to them were given the opportunity to keep their device free of charge - which many students took advantage of. Per senior management's recommendation to scale back the technology inventory to as close to pre-pandemic inventory (25 laptops), the library, again, decreased the technology inventory. Therefore, the library began Fall 2023 with 569 Samsung Chromebooks and 452 Dell Windows laptops, including 108 Lenovo Chromebooks that were recommissioned to meet the request needs of students. As of October 4, 2023, the library has checked out 735 laptop devices. Many Samsung Chromebook devices purchased during the pandemic are reaching their end-of-life usage (estimated 3-4 years), which will need to be replaced as needed due to being damaged, lost, or stolen. The 300 Windows laptops purchased during the pandemic are still within good usage term through 2026, though some will require replacement due to damages, lost, or stolen. The library is anticipating replacing between 10-15 devices per year and will continue to refurbish older devices for use. The library is requesting a total of $20,000 in base budget augmentation to cover replacement costs which allocated to $12,000 for 10 Dell Windows laptops and $7,500 for 15 Samsung Chromebooks.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Funding for Dell Windows Laptops and Samsung Chromebooks replacement cost, as needed. Anticipated replacement cost for 5-10 devices per year. (Active)

Why is this resource required for this action?: Technology remains an integral part of student success as it enables students to stay connected to their instructors, courses, assignments, resources, and peers. Essentially, technology is necessary in this day and age when most classes are on Canvas and assignments are being submitted online. Since the Library's inventory has decreased significantly and there is no allocation for replacing damage, lost, stolen laptop devices, the library requests for a base budget augmentation to maintain the current inventory in good standing of 500 Samsung Chromebooks and 300 Windows laptops moving forward.

Notes (optional): The library is requesting a total of $20,000 in base budget augmentation to cover replacement costs which allocated to $12,000 for 10 Dell Windows laptops and $7,500 for 15 Samsung Chromebooks. The replacement of technology devices is on a needed basis.

Cost of Request (Nothing will be funded over the amount listed.): 20000
Related Documents:
Laptop and Hotspot Requests_Data 10.4.23.pdf
Technology Checkout Between Spring 2022 through Summer 2023.pdf

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%

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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.

Action: 2023-2024 Maintain Library Database Subscriptions

Maintain database subscriptions for Chicago Manual Style (CMS) Handbook, OverDrive, Statista, Modern Language Association (MLA) Handbook Plus, and Lexicomp to continue uninterrupted services for COS students, faculty, and staff.

Leave Blank:
Implementation Timeline: 2023 - 2024
Leave Blank:
Leave Blank:
Identify related course/program outcomes: Continue uninterrupted access to essential library databases to resources and research materials and to meet 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): Dr. Mai Soua Lee (Director of Library and Learning Resources), Justin Aceves (Systems & Technology Librarian)
Rationale (With supporting data): Between 2020-2022, the COS Library acquired OverDrive database, which is a database that provides access to hundreds of digital contents including eBooks and audiobooks from over 30,000 publishers. To date, COS OverDrive has 319 book titles and has garnered 2374 views. The database currently has an annual subscription through the district's carryforward funds for the 2023-2024 academic year.

Statista is a database that provides access to statistical data from over 80,000 topics and 170 industries, including finding statistics, reports, and infographics in topics such as agriculture, business, education, finance, media, and politics. The Statista subscription started out as a trial in 2022-2023. During the trial period, 1617 users accessed the database, which affirmed the decision to standardize the database to an annual subscription in which is funded by the district's carryforward funds in the current 2023-2024 academic year.

Similar to Statista, the MLA Handbook Plus database was institutionalized in 2023-2024 academic year after a trial subscription in 2022-2023 AY. The database is heavily used by most departments on campus and had 9377 usages in 2022-2023. The MLA Handbook Plus database provides full text access of the MLA Handbook 9th edition, MLA Guide to Digital Literacy 2nd edition, and the MLA Guide to Undergraduate Research in Literature. The database subscription is paid for by the district's carryforward funds for the 2023-2024 academic year.

Lexicomp is a database that is used by students in the Pharmacy Tech lab and is a resource that provides clear, concise, point-of-care drug information, including dosing, administration, warnings and precautions, as well as clinical content, such as clinical practice guidelines, IV compatibility from Trissel's 2 Clinical Pharmaceutics Database, and other tools. Since its establishment in 2020 as part of the library's online databases, Lexicomp has been funded by the Pharmacy Tech department. As of August 2023, the department has informed the Library/LRC that Perkins will no longer be funding the resource moving into the 2024-2025 academic year and beyond; therefore, they have asked the library to acquire the costs moving forward. With the library's current database budget allocations, the library will not be able to absorb the cost of Lexicomp into our capital outlay due to commitments to preexisting library resources.

The Chicago Manual of Style (CMS) is an online resource tool that provides online access to the Chicago style guide and includes access to the Chicago-Style Citation Quick Guide for Author-Date Style and Notes and Bibliography Style resources. The trial access ends October 31st, 2023, and has recorded a total of 1,806 views.

Overall, the library needs a base budget augmentation to maintain subscriptions to CMS Handbook, MLA Handbook Plus, Lexicomp, OverDrive, and Statista for students, faculty, staff, and COS programs.
Priority: High

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Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Maintain online database subscriptions for Chicago Manual Style (CMS) Handbook, OverDrive, Statista, Modern Language Association (MLA) Handbook Plus, and Lexicomp. (Active)

Why is this resource required for this action?: A base budget augmentation is needed to maintain continued services and access to essential library online databases for COS students, faculty, staff, and programs. In the current 2023-2024 fiscal year, four of the five databases are funded by the district's carryover monies from 2022-2023 fiscal year, which will cease after the 2023-2024 fiscal year. Furthermore, the Library will have to acquire the cost of an existing database (Lexicomp) that was previously funded by Perkins funds, which will cease funding after the 2023-2024 fiscal year.

Notes (optional): The breakdown for each database cost is as follows: OverDrive ($5,000), Lexicomp ($5,618), Statista ($2,057), MLA Handbook Plus ($5,072), CMS Online Handbook ($281) = $18,028.00. The library is seeking $20,000 in base budget augmentation to our Capital Outlay to cover the database subscriptions to continue access. The request total is $20,000 which accounts for rate increases in 2024 when the subscriptions are set to renew.

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

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 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.

Action: 2023-2024 Library Consolidation to the Second Floor in Lodgepole

Transition of the COS Library and Learning Resources from the first floor to the second floor in Lodgepole per district plans.

Leave Blank:
Implementation Timeline: 2023 - 2024
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 Library and Learning Resources and the entire Library Division
Rationale (With supporting data): At the end of Spring 2023, the Library Division was informed of senior management's recommendation to consolidate the Library & Learning Resources on the first floor will to the second floor of Lodgepole to make room for Student Services moving into the building. Towards the end of Summer 2023, Educational Support Services (Tutorial Center) vacated to the new ESS building and the Access and Ability Center (AAC) moved into the vacant space. A timeline of the district transitions was provided to the library, which included various transition phases which includes multiple departments impacted by the district transition. In preparation for the library's transition from the first floor to second floor, library staff must work together to develop a plan, aside from Facilities plans, to ease the transition regarding moving resources, services, and staffing to the second floor. It is difficult to determine the required funding sources and staffing that will be needed to fully transition the library; and thus, due to the nature of a department change it the district regarding physical interior building structures and required expertise to lead the change, the library will be following the timeline and develop internal plans to support in the transition.

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Priority: High
Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: The library was informed in May 2023 by senior management that the library will be consolidated to the second floor of Lodgepole. The library was provided a timeline to prepare for the transition. The library has established a the Library Transition Workgroup to develop plans for the transition.

Resources Description

Facilities - Transition library and learning resources from the first floor to the second floor in Lodgepole. With the transition, library staff created a wishlist which includes upgraded security gates, self check-out machines, locked Library storage, library technical services processing area, quiet study room (LRC 209), public announcement (PA) system, plenty of soft seating with access to power outlets, computer workstations (for research and printing), extra door on the bathrooms (to muffle sound), display cases, and regular shelving (rather than compact). It is the library's hope that Facilities would take into consideration the library's wishlist to include in the transition planning. (Active)

Why is this resource required for this action?: It is required that the library consolidate its resources, services, and staff to one floor (second floor), in Lodgepole to make room for the Student Services department to move its services into Lodgepole.

Notes (optional): Facilities is overseeing the transitions in Lodgepole.

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.

Action: 2023-2024 Instructional Designer

Support the growing needs of the DE area. Support faculty and the District in compliance with distance education guidelines and regulations coming from the Chancellor's office and the state. Provide hands-on professional development and training in distance education in those areas. Develop specific Canvas shells requested by faculty (i.e., RSI-ready Canvas shell, OER-ready Canvas shell, etc.)

Leave Blank:
Implementation Timeline: 2023 - 2024
Leave Blank:
Leave Blank:
Identify related course/program outcomes: Increase professional development opportunities for faculties and participation of District employees in support of improving overall teaching effectiveness. Provide access and training to faculty in learning and teaching technologies and proven practices in instructional design so that all may be used effectively and efficiently. Implement statewide initiatives in OER.
Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Educational Support Services
Rationale (With supporting data): The growth of DE at COS post-pandemic is significant, and a second member of the division is necessary to keep up with the initiatives being proposed in this area from relevant senate committees, sub-committees, and the requests for support coming from faculty. A survey from DE Coordinators in 2019 indicated that at that time 40% of CCCs employed a classified Instructional Designer. That number has undoubtedly increased since that time. The DE program at COS can provide much greater support to faculty both online and in person with an instructional designer on staff. The permanent Instructional designer will continue to provide training on the following topics:
 - Online teaching certification
 - Canvas - Office 365
 - Universal Design for Learning
 - Online Educational Resources (OER)
 - Serve on/attend committees: Educational Technology Committee (ETC), Distance Education at College of the Sequoias (DECOS), OER task force,
 - Provide workshops and one-on-one support to faculty

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- Communicate and market support directly to faculty and students
- Encourage faculty to embed tutorials
- Create tutorials as needed
- Be an advocate for the Canvas support needs of students

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - Hire a classified Instructional Designer (Active)

Why is this resource required for this action?: This is an essential role in DE work at many institutions. In order to support faculty in equitable, accessible, and legally compliant course and curriculum design, a permanent Instructional Designer position is required. This role will support the District to improve the effectiveness of all modalities of courses offered and will lead to increase success, transfer, and degree completion rates.

Notes (optional):

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

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.

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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.

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: 2023-2024 Financial Compensation for Summer OTCP

Compensate the facilitator of the Summer OTCP.

Leave Blank:
Implementation Timeline: 2023 - 2024
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; and District Goal #3: College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.
Person(s) Responsible (Name and Position): Angela Sanchez, Dean of Educational Support Services
Rationale (With supporting data): The summer is a convenient time for many faculty members to enroll in online teaching certification. In benefits the District to certify as many online teachers as possible, so it is important that the OTCP is offered in the summer. The faculty facilitator spends 30 hours on the course holding live Zoom sessions, grading and providing feedback on assignments, and communicating with students and the District about certifications. Full time faculty are paid $90.00/hourly for

work during the summer. Benefit rate for any hours paid on a time sheet is currently 22.6708%, so the projected compensation for the summer facilitator is $3,312.12.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Compensation for Summer online teaching certification program facilitator. (Active)

Why is this resource required for this action?: In order to offer the OTCP during the summer, the facilitator needs to be compensated.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 3500

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.
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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.