

# Comprehensive Program Review Report



## Program Review - Learning Resource Center

### Program Summary

#### 2020-2021

**Prepared by:** Mary-Catherine Oxford (LIBRARY/LRC), Angela Sanchez (TUTORIAL & MATH LAB), Deborah Nolan (DISTANCE EDUCATION)

**What are the strengths of your area?:** LIBRARY/LRC

The most obvious strength of the Library/LRC has been the dedicated and talented staff in the department. During the COVID-19 crisis, the Library/LRC team came together and not only shifted service models but faced a tremendous workload with positivity and compassion. They stayed completely focused on the needs of students and faculty. Based on data and observed user behavior, the Library/LRC added chat and text platforms to better communicate with students. Through the Laptop and Hotspot Check-out Program, the Library has completed over 2,765 requests from May 5, 2020 – October 12, 2020. There are over 2,600 laptops, Chromebooks, hotspots and webcams in circulation through this program.

Library/LRC The Library/Learning Resource Centers (LRCs) provide a wide variety of resources for students and faculty at all three campuses. Since the COVID-19 Pandemic and subsequent building closures, the Library/LRC has shifted services models and offers remote Librarian services that provide support for the changing needs of our students. The Ask a Librarian Program provides the following services 7 days a week, 100% remotely via email, Zoom, chat, text or phone call:

- MyGiant password reset
- Navigating Canvas
- Locating textbooks, eBooks and articles online for free (including scanning and email chapters from our collection if needed)
- Accessing email
- Using Office 365
- Research help
- Connecting to other COS departments & staff
- Hotspot & Laptop checkout
- Textbook Scanning Requests

The Librarians of the Library/LRC are available to conduct Library Instructional Orientations upon instructor request. These 1 - 3 hour orientations are conducted in collaboration with the instructor and teach students to navigate library resources relating to their course. In 2019 – 2020, despite going remote in spring, the total number of sessions increased by 146 sessions to 3,502 students. This is significantly due to a larger increase in fall 2019. Spring 2020 instruction sessions were less than in the previous spring semester, likely due to COVID closure starting mid-March. (see document 2019 – 2020).

Librarian Liaison Program:

- The liaison program started in 2014 to improve how the library addressed student needs. This program allows us to work directly with individual faculty members to ensure the resources we have are appropriate for classes and solicits feedback on what additional resources are needed.
- Since implementing the Liaison program in Spring 2014, we have more than double the amount of Instructional Orientations scheduled by faculty.
- Since implementation, the Librarians have facilitated over 300 individual meetings and 723 instruction sessions with faculty members to improve how we meet the needs of our students.
- Librarians are also assigned to purchase materials for the subject areas that supports these departments. This has improved

the collection by creating

areas of responsibility and accountability for our collections, both in print and electronic.

- In Summer 2019 Librarians offered "Creating Transparent Assignments" workshops. With 100% of the faculty attendees reporting that the overall

assessment of the workshop was "Excellent".

- In Spring 2019, librarians facilitated eight Love at 1st Cite student workshops. 6 were held in Visalia, 1 in Tulare and 1 in Hanford with 29 total students

attending. Four additional student workshops were held on different topics, totaling 53 student attendees.

- Librarians facilitated an OER Workshops in Spring 2019 for five attendees and Fall 2019 to a total of 18 faculty attendees.

- Due to the Liaison Program, faculty have more knowledge of staff and services we provide - Faculty have commented that they are much more

comfortable submitting requests or reaching out to the library since the implementation of the liaison program

The Library/LRC hosts more than 70 academic databases containing thousands of full textbooks, magazines, journals, newspapers and other scholarly publications. These resources are chosen by librarians with input from faculty to meet the needs of our COS curriculum. These publications and books can be embedded in Canvas for our distance education students. In 2019-2020, eBook usage decreased slightly overall across platforms, but increased within CREDO. (see eBook usage 2016 - 2020 document).

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

#### Library Courses

- Library (LIBR) 101, 102, 103 courses are offered every semester, both face-to-face and online. These courses are offered at varied times and even on weekends.

- Library courses have an average success rate of 82% (see attached 2020 Program Review Data). The Information Competency GE Requirement was implemented in Fall 2013

and the Library/LRC ensures that students have every opportunity to complete this requirement in a timely manner. LIBR class sizes were increased from 35 to 38 for face to

face (this is the capacity of the lab) and 40 for online courses. A variety of online and face to face classes are offered. Since LIBR classes are 1 unit short-term, the division

makes sure start days vary throughout the semester. Students also have the option of passing the no credit LIBR 490 Information Competency Exam offered online and

students choose when to attempt the exam in Canvas.

- A 3 Unit course that satisfies the CSU Area E Lifelong Learning GE Requirement has been developed and approved through the local curriculum process. The course has been

approved as an elective for the CSU system and we are waiting for final approval that it can be used for the CSU GE Area E.

To better serve our students and create a more responsive environment, the Library/LRC has implemented the following improvements:

- Updated Borrowing Policies to increase access and reduce bias. The Library/LRC team went through a semester long process to review all policies to make the following changes:

Students can now checkout library materials using any valid form of photo identification, not just a COS student ID. Loan periods for all collections have been extended, which

will allow students to have more time with the materials that they need. For example, most of the collection can now checkout for 3 weeks and Course Reserves can now

checkout for 2 hours or 48 hours. Course Reserves in Tulare and Hanford can now be taken out of the library. In addition, late fees for all library materials (excluding course

reserves and technology) have been eliminated. Replacement fees still apply for long overdue items along with a reduced, non-refundable processing fee.

- Reserve a study room: Students, faculty and staff are able to reserve space for two or more people in 1st or 2nd floor study

rooms for 2-6 students, space pending.

Reservations may be made in advance or checkouts may be done the day of the reservation. Students have the option to make appointments directly from MyGiant by clicking the Library/LRC Reservations icon.

- Increase librarian presence during peak hours: Starting Spring 2018, we have scheduled an additional librarian on the reference desk in Visalia to ensure students have less wait time and are not discouraged to speak with a librarian. Evidence of use

- Embedded librarian: Faculty have the option of embedding librarians directly within their Canvas courses.

- Above Base budget allocated \$12,500 for new Sentry gates to be installed in Hanford Library. (See Above Base Hanford Education Center Sentry Gates document and FY 19-20 Above Base Scoring sheet).

- An Art Gallery on the first floor of Lodgepole was implemented in coordination with the Art Department. For the first exhibition in the Library/LRC, the pieces on display were

by current COS Art Department Faculty and Staff. The Library/LRC exhibitions will run on a four-month exhibition cycle, rotating out the middle of each semester. The artwork

featured will highlight regional, national, and internationally known artists, as well as, juried exhibitions coordinated by the art department faculty.

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

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

#### DISTANCE EDUCATION (DE)

A 2019-2020 program review action was to provide access and training to faculty in learning and teaching technologies so learning and teaching technologies may be used effectively and efficiently. A second action was systematic assessment of the workshops using faculty input. With the sudden move to online teaching in mid-March 2020, access to training increased exponentially. Participants shared their evaluations of the training.

DE Workshop Offerings: The Online Teaching Certification Program was offered in the spring 2020 semester. 106 Instructors were able to complete the OTCP in the spring and summer of 2020. Approximately 120 instructors had completed the OTCP over the entire nine previous years.

Three DE Emergency Training workshops: 1) Canvas Basics?, 2) DE Legal Issues, and 3) DE Course Design were prepared and delivered between May 18 and May 30 to support instructors who were scheduled to teach in the summer. 68 COS instructors completed these workshops before June 1. The same three DE Emergency Training workshops were also offered between June 1 and July 31 to support instructors scheduled to teach in the Fall. 59 COS instructors completed these workshops before August 1.

Training Evaluations: The Office of Research, Planning, and Effectiveness conducted a training evaluation survey of the 114 instructors who completed the three emergency workshops in the spring and summer of 2020. Though results of the Emergency Distance Ed Training sessions have not been fully processed, we were able to analyze preliminary results from the faculty survey. Faculty responded very well to this training series with over 97% satisfaction of the materials, content, presentation, and overall helpfulness. Only one faculty attendee was dissatisfied in their overall assessment of the training.

Office hours: Between April 15, 2020 and July 30, 2020, the DE Coordinator conducted 32 two-hour office hour sessions via ConferZoom on Wednesday afternoons and Thursday mornings. 73 adjunct instructors and 56 full-time instructors visited during those hours. Prior to spring of 2020, the DE coordinator had maintained hours on campus and met with instructors on an appointment basis. The use of ConferZoom increased effective contact with instructors to a previously unimaginable level.

Newsletter: The Instructional Technology for Success monthly newsletter was published once a month during the 2019-2020 year. A special June and July issue was also published. The newsletter provides instructors with vital information about professional development opportunities, Canvas and related applications, ConferZoom, distance education state and federal regulations, and online teaching recommendations. The newsletters are archived on the Lookout and linked on the Online

Learning web pages.

Website: One click away from the COS home page (cos.edu), the Online Learning website was revised by Mary-Catherine Oxford, Jeremy Tierce, and Dr. Nolan to provide one location for online teaching and learning resources for students and faculty.  
<https://www.cos.edu/en-us/academics/online-learning>

## GENERAL TUTORIAL

Staff: Visalia and Tulare tutorial are supported by a coordinator centered in Visalia. When COVID 19 pandemic required a sudden shift to remote operation, the coordinator worked collaboratively with other staff to ready herself and tutors for a transition to online service, learning several online platforms herself. She ensured training and regular communication with tutors to support their transition to remote services. While this was a stressful shift that challenged her in many ways, she persevered and the tutorial was able to offer seamless support to students.

Accessibility: Tutorial hours of operation are intended to ensure accessibility for students at all three COS campuses. Visalia Tutorial is open 5 days a week with evening hours Monday-Thursday offering a total of 55 hours per week with tutors in 20 subject areas in Accounting, Biology, Business, Chemistry, Computers, Computer Programming and Physics. Hanford tutorial is open 5 days per week and 14 hours of tutoring assistance primarily in Biology and Chemistry. Tulare tutorial operates four days a week, offering 15 hours per week, supporting students with Biology and Chemistry. In the Spring of 2020 we shifted to remote online services due to the Covid 19 pandemic, maintaining the same hours of operation as was previously offered face to face, and expanding the opportunity for all students from all three campus to access online tutorial services for the full complement of hours normally only offered on the Visalia site. NetTutor is an external tutoring provider that is available 24/7 and supports students in subject not offered through COS tutorial centers and after hours.

Design and usage: The Tutorial Center provides small group tutoring in targeted subjects. In the 2018-2019 academic year we had a total of 2,083 contacts among all tutorial centers. Fall 2019 through spring 2020 we had a total of 1,037 contacts. There were 537 contacts from January 2020-March 2020. During the summer of 2020 staff planned for marketing more to students to help with this area. Staff have also began to use zoom for the tutorial sessions.

Outreach: Marketing and outreach is done on three levels: through social media to all students, through faculty to students in targeted courses and to students who face academic challenges in response to Early Alerts to help with retention in their classes.

Tutor Training: Tutors receive four hours of orientation before the semester starts as well as monthly trainings. TutorLingo, a web-based set of workshops for tutors, supplements the live training offered by staff. Our goal is to work towards certifying our tutors to ensure the highest quality level of tutoring for increased effectiveness.

Budget: The Math lab and Tutorial have been sharing a budget for some time. Currently we split off the budgets and now have our own budgets. Because of Covid-19 and reduce in usage of services, the budget should be sufficient for the current year, however with minimum wage increasing yearly this will need to be taken into consideration. This could impact the level of how much tutoring we could offer.

## MATH LAB

Staff: Visalia and Tulare tutorial are supported by a coordinator who distributes his time serving as a full time tutor in Tulare and Hanford Monday-Thursday and is at the Visalia campus on Friday mornings. The Instructional specialist serves full time in Visalia. In addition, math faculty are scheduled daily for over the course of the busiest hours of operation on Visalia campus and as available at Tulare and Hanford campus. Student tutors are vetted thoroughly for competency in mathematics subject areas and consist of a diverse and representative backgrounds. Math tutors undergo training at the start of each school year. When COVID 19 pandemic required a sudden shift to remote operation, the math lab staff worked collaboratively with other staff and tutors for a transition to online service. He ensured training and regular communication with tutors and instructional specialist to support their transition to remote services. While the shift to remote operations resulting from COVID had many negative affects, the ability to offer all tutoring online had the positive result of providing expanded tutoring hours and full access to all faculty and Math Lab staff to students at all three sites during all hours of operation.

Accessibility: Math lab hours of operation are intended to ensure accessibility for students at all three COS campuses. Visalia math lab is open 6 days a week with evening hours Monday-Thursday offering a total of 58 hours per week. Tulare offers 40 hours per week Monday-Thursday and Hanford offers 21 hours per week on Monday-Thursday. There are a total of 119 hours of service between the three campuses

**Design and usage:** Math lab is a working lab in which students may complete assignments and study independently or in small groups and can receive on-demand assistance from lab staff as they encounter difficulty or need explanation or modeling. In 2018-2019 year 1412 unique students made 16973 visits and spent a total of 24963.3 hours in the math lab. A review of usage by race/ethnicity indicates that there is close alignment (<1% difference) in usage rate with the overall demographics of the college with the exception of the Hispanic group which uses at a somewhat higher rate (+3.9%) and the white population with uses the lab at a lower rate (-5.3%). A full analysis of usage for 2019-2020 is not possible due to incomplete data, however

**Success rates:** In 2018-2019, course success rates for students who utilized math lab revealed that the lowest pass rate (Math 65) was 51% and the highest rate (Math 67) was 94%. Math 10 and Math 70 saw a 65% pass rate for students who used the math lab and Math 11, Math 21, Math 80 and Math 81 ranged from 80-83%. For 7 of these courses, the success rate of students who used the math lab outpaced the success rate for students who did not use the math lab with the biggest difference seen in Math 67, where 94% of math lab students passed compared to 66% of non-math lab students. Five of these math courses (Math 11, 21, 65, 67 and 70) also saw a lower drop rate by students who used math lab as compared to students who did not use the math lab. A full analysis of success rates for 2019-2020 is not possible due to inadequate data. However in the fall semester, at the Tulare center there was a 17.3% increase (817 to 958). Hanford had a 2.9% increase (70 to 72), and Tulare having 21.1% increase (123 to 149). Expectedly, Math 21 students increased by 139.9% (173 to 415), a direct result of Math 360 and Math 200 being phased out as well as the reduction of the Math 230 offerings. Math 10 students attendance increased by 57.9% (19 to 30).

**Satisfaction rating:** The 2019 Student Support Services Survey ("Mother Lode") reported high satisfaction with a 96% satisfaction rate for the Math Lab.

**Outreach:** Marketing and outreach is done on three levels: through social media to all students, through faculty to students in targeted courses and to students who face academic challenges in response to Early Alerts to help with retention in their classes.

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

#### **What improvements are needed?: LIBRARY/LRC**

**Library/LRC Awareness:** Our data from the Student Support Services Survey shows that students are not aware of many of the services the Library/LRC offers, including weekend hours. Comparing 2015, 2017, and 2019 data from our survey shows the Library/LRC has made some gains in awareness. Though this has improved, the Library/LRC still needs to invest resources in making sure students and faculty are aware of what the Library/LRC has available to support them. Many students commented that they wish they knew about the Library/LRC services offered earlier in their career at COS.

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

#### **DISTANCE EDUCATION (DE)**

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

In order to support faculty, an instructional designer position is required to work with faculty to improve the effectiveness of their online teaching. This position has become even more crucial since the transition to predominately online course offerings as a result of the COVID-19 Pandemic.

#### **GENERAL TUTORIAL AND MATH LAB**

During the Spring of 2020, a tutorial task force established a number of recommendations to improve tutorial services. There were several recommendations relating directly to general tutorial and math lab.

1) Review the tutorial services offered among these two areas and MESA and better align the services and remove unnecessary

duplication

2) Training--establish basic training requirements for all tutors and specific training requirements for specific areas and re-establish the tutor certification program

3) Align all tutorial services into a single program review to address common SAOs and address interplay between the different tutorial services.

4) Creating a Learning Assistance course for Spring 21/Fall21 to replace the library 425 course.

Attendance Accounting System. The current attendance accounting system, which was already under strain and in need of replacement, did not translate to remote operation, so, an accurate accounting of contacts is not available beyond mid- March. A two-year contract for Accudemia was purchased in the spring and is awaiting support from IT with implementation and expect that to be operational late October/early November.

Expand the hours of support provided in Tulare and Hanford. There was a previously identified need to provide expanded staff support for Math in Hanford and Tulare. The advent of online tutoring provides an opportunity to further evaluate how this might be achieved using current staff.

Alternative models of tutoring. The shift to online tutoring changed the model in Math lab from open lab to scheduled, small group tutoring. This provides the opportunity to further explore additional options, including student-led workshops, study groups and faculty

Math support for CTE classes: Math staff have provided in-class support for CTE classes and developed a library of videos demonstrating how to do basic math skills for CTE classes. Meeting the math needs of CTE students is an ongoing need and further collaboration is needed to identify additional ways to support math in the CTE classes.

**Describe any external opportunities or challenges.:** LIBRARY/LRC

Growth: The Library/LRC has an opportunity to grow with the College. The COS Master Plan, developed in preparation for the next 10 years, projects steady growth of the Library/LRC and College as a whole. For 2019 – 2020, door count decrease in fall 2019 in Visalia and Hanford, but increased in Tulare. Due to remote services starting in mid-March, door counting was stopped in mid-March (see Door Count 2013 – 2020 and individual door counts for each site).

Increased Awareness:

- Increasing student and faculty awareness of Library/LRC services is an opportunity for the Library/LRC to increase the number of students served, thus promoting student success.
- With the end goal of increasing student awareness, the Library/LRC aims to foster a collaborative relationship with COS faculty through a Librarian Liaison Program. This program assigns every COS degree/certificate program to a Librarian who will become the contact for faculty in that subject area.
- The Library Liaison Program was partially implemented in 2013/2014 and has successfully expanded ever since (see attached liaison assignment example). The new COS website allowed Library/LRC to review current pages and reduce repeated content to make navigation succinct. The new Library/LRC page allows for individual photographs and bios so faculty, staff and students may better recognize Library Liaisons and staff.

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

Library Collection Age: Without an updated, quality collection, the Library/LRC faces the challenge of finding appropriate materials for students working on assignments and research. As mentioned previously, we are making progress, but have yet to reach our target. Average age of print for 2018-2019 is 1990-1991. In switching to a new Library Services Platform, data gathered for Average Age of Collection came to 1983 – 1984, where it was in 2017-2018. This report was pulled from Alma,



where previous data was stored in OCLC. The percentage of collection published prior to 2000 is 71%, between 2000 – 2010 is 12% and 2010 – current is 17% (see Average Age of Collection document).

Technology is being utilized more and more for student learning. The cost of high-speed internet access may be financially unfeasible for economically disadvantaged students, especially those from rural areas. According to the Federal Communication Commission's 2016 Broadband Progress Report, ninety percent of rural residents in Tulare County lack access to broadband internet (Federal Communication Commission, 2016). Students without high-speed internet access at home often must rely on on-campus options (such as the COS Library computers), or on public libraries. In addition to lack of access, student need more and more support in the use of technology. This has put a strain on our Student Helpdesk that only has 2 part-time (20 hour/week) employees to cover 62.5 open hours in Visalia. One employee covers peak times and the other covers evenings, this leaves many gaps that are staffed by only student workers and no overlap to provide consistency or training opportunities.

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

- Students not maintaining previous levels of engagement
- Instructor's personal preference for face-to-face teaching and learning
- Difficulty creating a sense of community with their students
- Limited knowledge of options for distance education course delivery
- Uncertainty about how to assess student learning online
- Lack of familiarity or comfort with distance education applications/tools

The DE Coordinator learned by working with nearly 260 instructors in office hours and workshops between April and August that many instructors are at novice levels in their technology use and could benefit from focused basic support for understanding how to use browsers, manage files, use video meeting applications, and troubleshoot Canvas, to name but a few essential tasks. Additionally, as revealed in the COVID-19 Impact Survey, many instructors are faced with building online courses without knowing about all the options available to them for distance education course delivery. While the DE Coordinator is qualified to provide this type of support to faculty, additional staff is needed for the large number of District faculty previously unfamiliar with online teaching. An instructional designer would be a valuable addition to the DE Team providing the following support:

- focused basic technical coaching
- online course design
- instruction on basic distance education applications and tools

#### GENERAL TUTORIAL AND MATH LAB

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

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

#### **Overall SAO Achievement: LIBRARY/LRC**

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

#### DISTANCE EDUCATION (DE)

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.

#### GENERAL TUTORIAL AND MATH LAB

Math Lab: There are currently no SAOs associated specifically with the Math Lab.

Tutorial Center: There are currently no SAOs associated specifically with the Tutorial Center.

#### **Changes Based on SAO Achievement:** LIBRARY/LRC

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

#### **Outcome cycle evaluation:** LIBRARY/LRC

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

#### **Overall SLO Achievement:** LIBRARY/LRC

The course outlines for both LIBR 102 and 103 were up for revision in 2019-2020. Course topics and objectives were updated for both courses to further align with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.

LIBR 101: During Spring 2018 Dialogue Days, librarians modified the SLO for LIBR 101 to reflect the Association of College and Research Libraries' "Framework for Information Literacy for Higher Education." Librarians collaborated to create a shared assignment and rubric that would assess the new SLO. The current SLO is: "Students will identify diverse sources of information in order to evaluate and use resources appropriately for their information needs." Library 101 had 168 total registered students in fall 2019, with 105 of them were online. Two-hundred two were registered in spring 2020, with 129 of them online.

LIBR 102: Outcomes for LIBR 102 were assessed in the 2018-2019 academic year. The current outcome is: "Students will develop effective search strategies to find appropriate sources for their information needs." A case study/scenario was developed to assess this outcome and was shared with all teaching librarians as an example of what might be used. Library 102 had 52 total students and 29 of them were online. Ninety-three were registered for spring 2019, all of them online.

LIBR 103: The outcome for LIBR 103 was assessed in the 2019-2020 academic year. In a previous assessment cycle, librarians aligned the outcome with the Association of College and Research Libraries Framework for Information Literacy in Higher Education: "Students will identify the appropriate level of scholarship among publication types (scholarly journals, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research needs." The new outcome was intended to reflect the concept of context when judging the authority of sources (e.g., a source may be "good" or credible, but not reflect a relevant level of scholarship for a given assignment). In assessing course data for LIBR 103 in Academic Year 2019-2020, librarians found that while students were largely successful in achieving this outcome, many still misidentified peer-reviewed and popular sources. Many did not mention the "level of scholarship" of a source when evaluating it for use in hypothetical scenario or did not mention the concept of "peer review" when judging the authority of a source.

#### **Changes Based on SLO Achievement:** LIBRARY/LRC

During Spring Dialogue Days, librarians discussed the issues reflected in the LIBR 103 data: why do students have difficulty mentioning or considering peer-review when it's covered substantially in the course? One trend librarians saw in students' formative assessments was a conflation of two concepts: "peer review" as a part of the scholarly publishing process versus the "peer review" of their own writing many students complete in English 1. Librarians determined many students are possibly confused by the use of the same phrase to describe different (but related) concepts. Librarians discussed making this distinction explicit in the course itself, as well as reaching out to English faculty to discuss the issue. Ultimately, librarians decided not to revise the outcome.

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



# Program Review - Learning Resource Center

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.

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**Implementation Timeline:** 2020 - 2021

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

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

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

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

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

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

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

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

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

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

# Program Review - Learning Resource Center

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

**Notes (optional):**

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

## Link Actions to District Objectives

District Objectives: 2018-2021

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

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

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

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

## Action: 2020-2021 Maintain access to streaming video for courses

Institutionalize streaming video pilot project.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

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

**Person(s) Responsible (Name and Position):** Librarians

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

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

**Why is this resource required for this action?:** In the 2018-19 Academic Year, the Library received Foundation funding to purchase access to Kanopy, a streaming film database. The Library/LRC was awarded an additional \$10,000 for this database in 2019 – 2020. Base budget augmentation is needed to maintain this service.

**Notes (optional):**

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

# Program Review - Learning Resource Center

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 2.3</b> - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

## Action: 2020-2021 Tutor Certification

Re-establish and sustain a tutor certification process

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

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

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

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

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

# Program Review - Learning Resource Center

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

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Action: 2019-2020 Attendance System for Tutorial Center

Implement updated attendance system in conjunction with Math Lab and Language Center

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objectives: 2018-2021

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** Apportionment for attendance at tutorial center is dependent on a reliable accounting system. In addition, reporting for improved program efficacy requires a more robust system than our current system.

## Resources Description

**Technology** - Software accounting system for student attendance and appointments in tutorial center. (Active)

**Why is this resource required for this action?:** Current system is outdated and unreliable. Attendance system is required for appointments and apportionment accounting.

**Notes (optional):** 7960 is the cost for software for tutorial at three centers.

**Cost of Request (Nothing will be funded over the amount listed.):** 7960

## Link Actions to District Objectives

District Objectives: 2018-2021

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

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

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

**Leave Blank:**

# Program Review - Learning Resource Center

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

**Leave Blank:**

**Leave Blank:**

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** AB 705

## Resources Description

To be completed with current resources. (Active)

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

**Notes (optional):**

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

## Link Actions to District Objectives

District Objectives: 2018-2021

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

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

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

**Leave Blank:**

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

**Leave Blank:**

**Leave Blank:**

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

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

## Resources Description

**Technology** - Software system to effectively track student attendance at math lab. (Active)

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

**Notes (optional):** The \$7690 annual subscription cost would be for a product that will be shared by math labs at all three campuses. A cost estimate for all tutoring programs that accrue apportionment should be investigated.

**Cost of Request (Nothing will be funded over the amount listed.):** 7690

**Related Documents:**

[Accudemia Institution 3 Centers.pdf](#)

# Program Review - Learning Resource Center

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

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

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

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

**Related Documents:**

[Accademia Institution 3 Centers.pdf](#)

## Link Actions to District Objectives

District Objectives: 2018-2021

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

## Action: 2019-2020 Marketing

Increase student awareness of Math Lab hours, service and locations through a marketing campaign.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objectives: 2018-2021

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

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

**Rationale (With supporting data):** Mother Lode survey data indicates that nearly 1 in 5 students are not aware of the Math Lab services.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** AB 705

## Link Actions to District Objectives

District Objectives: 2018-2021

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

## Action: 2019-2020 Math Lab Budget for Materials and Supplies.

Provide a budget of \$600 for materials and supplies specific for the Math Lab for the cost of markers, erasers, replacement calculators and other basic supplies for the three centers.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objectives: 2018-2021

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

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

**Rationale (With supporting data):** Currently the Math Lab shares a \$400 budget with the Tutorial Center which is used to support all three centers. The lack of an separate budget interferes with the ability of the coordinator to make purchasing decisions autonomously and effectively for the Math Lab. The minimal budget is dedicated primarily to the most basic of supplies and prohibits any marketing materials that might serve for outreach.



# Program Review - Learning Resource Center

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2018-2021

**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

## Action: 2019-2020 Math Lab Instructional Specialist

Hire a part time instructional specialist to provide greater consistency and level of support in Math Lab at Tulare and Hanford.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objectives: 2018-2021

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

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

**Rationale (With supporting data):** Currently a single coordinator splits his time between three campuses with one instructional specialist stationed in Visalia. That coordinator has committed 4 of his 5 days at the Tulare and Hanford campuses. Even so, those campuses suffer from inconsistent and at times, insufficient hours of service as a result. Additionally the coordinator is required to spend the majority of his time tutoring, which impacts his ability to evaluate needs and provide enhanced services across the campuses.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** AB 705

## Resources Description

**Personnel - Classified/Confidential** - 60% time Instructional specialist for math lab (Active)

**Why is this resource required for this action?:** To provide consistency and reliability with tutoring services at all three campus math labs.

**Notes (optional):** Wages are estimated. Actual wages would be calculated based on salary schedule placement.

**Cost of Request (Nothing will be funded over the amount listed.):** 22000

## Link Actions to District Objectives

District Objectives: 2018-2021

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

## Action: 2019-2020 Meet Information Literacy needs of CSU transfer students

Create a 3 Unit course to meet the CSU area E GE Requirement.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

# Program Review - Learning Resource Center

**Leave Blank:**

**Identify related course/program outcomes:** Increase the number of students who transfer to four-year institutions by 10 percent over three years.

**Person(s) Responsible (Name and Position):** Librarians

**Rationale (With supporting data):** As of Summer 2017 credit information literacy courses became eligible for consideration for GE Breadth Area E, Lifelong Learning. This allows the Library/LRC to support transfer students in the development of information literacy skills that have been shown to support success in future academic endeavors.

Research shows that the library instruction contributes to improved student retention, promotes academic rapport/student engagement and relates positively to student learning and success.

([http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/findings\\_y3.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/findings_y3.pdf))

Librarians are working to set timelines and plan for the creation of a 3 unit course that will satisfy the CSU GE pattern as an additional opportunity for students planning to transfer to a California State University.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/12/2020

**Status:** Action Completed

LIBR 150 was created and approved through local curriculum process. The course is currently being considered for CSU GE Area E and should be confirmed by December.

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

## Link Actions to District Objectives

District Objectives: 2018-2021

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

## Action: 2019-2020 Respond to Student Requests

Minimize noise in Visalia Library/LRC Study Rooms

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

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

**Person(s) Responsible (Name and Position):** Mary-Catherine Oxford, Director of Learning Resources

**Rationale (With supporting data):** For three consecutive years, there has been a high level of complaints regarding the study room noise level from users. This is well documented in our Student Support Services Survey. Due to lack of insulation the sound travels from room to room at a high volume. To meet student need, the Library/LRC plans to add ceiling tiles and wall panels to reduce the bouncing of noise. This will help to create an environment more conducive to learning in these spaces.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

# Program Review - Learning Resource Center

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/12/2020

**Status:** Action Discontinued

Project no longer a need due to COVID-19 pandemic and no student access to Library building. The Library staff will reconsider this request when campus re-opens.

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

## Resources Description

**Facilities** - Ceiling panels and installation. (Active)

**Why is this resource required for this action?:** Consultation has been done with facilities and this is the most cost effective way to meet the student demand.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 2700

## Link Actions to District Objectives

District Objectives: 2018-2021

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

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

## Action: 2019-2020 Maintain Current Staffing levels

Maintain professional staffing to meet growing demand for new and existing information competency support.

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

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

Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Increase professional development opportunities for and participation of District employees in support of improving operational effectiveness.

**Person(s) Responsible (Name and Position):** Mary-Catherine Oxford, Director of Learning Resources and Librarians

**Rationale (With supporting data):** The three LRC sites are open a combined 138.5 hours per week and a librarian needs to be available to students and faculty on a public service desk during all of those hours. In addition, Library (LIBR) 101, 102, 103 courses are offered every year, both online and face-to-face at varied times and even on weekends. Besides working on the reference desk, Librarians also have department liaison work, committee obligations, collection development, individual student appointments and library instructional orientations. It is incredibly difficult to schedule this and ensure there is coverage of all classes, committees, LibGuide development, and library reference desks with the four full-time faculty and four adjuncts librarians the LRC has. In addition the librarians have offered many new services: Librarian by Appointment, ZTC/OER support, professional faculty research, migration to a new library system platform, student/faculty workshops, embedded librarians in Canvas courses, and overall increased marketing/outreach (see attached data).

The Library/LRC has seen an overall increase in use, this includes services offered by librarians:

- LIBR Class FTES enrollment has increased by 240% from 2012/2013 - 2018/2019
- Library instruction improves course success and retention.
- The LIBR 101 success has increased by a full 10% since 2012/2013

# Program Review - Learning Resource Center

- To meet student need during peak hours in Visalia (M-Th 10:00am – 2:00pm) we have added a second librarian at the Ask a Librarian Desk.
- Additional Department Liaison Outreach and meetings and tours.
- Support for AB 705 co-requisite classes. Librarians were involved in the development of the ENGL 1 co-requisite. This course will have student research as a main course topic and there will be a student research based SLO that the Librarians have committed to collaboratively assessing.
- With the new re-org and the LRC working closely with Distance Education, it has opened up the door for collaboration and combined support for faculty use of technology.
- One Librarian will be retiring May 2020
- One full-time temporary faculty librarian's contract will be ending June 2020

Title V Guidelines provide minimum standards for library staff. Based on our FTES, we should have 6.5 FTE Librarians. As of July 2020, we will have 4.5, setting us far below minimum standards.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** Title V Guidelines and AB 705

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/15/2020

**Status:** Action Completed

Systems and Technology Librarian was hired and the Library/LRC maintained services. This position has also helped with the Library's response to the COVID-19 Pandemic

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

## Resources Description

**Personnel - Faculty** - Replace faculty librarian to maintain faculty and student support. (Active)

**Why is this resource required for this action?:** The Library/LRC has seen an overall increase in use, this includes services offered by librarians:

- LIBR Class FTES enrollment has increased by 240% from 2012/2013 - 2018/2019
- Library instruction improves course success and retention.
- The LIBR 101 success has increased by a full 10% since 2012/2013
- To meet student need during peak hours in Visalia (M-Th 10:00am – 2:00pm) we have added a second librarian at the Ask a Librarian Desk.
- Additional Department Liaison Outreach and meetings and tours.
- Support for AB 705 co-requisite classes. Librarians were involved in the development of the ENGL 1 co-requisite. This course will have student research as a main course topic and there will be a student research based SLO that the Librarians have committed to collaboratively assessing.
- With the new re-org and the LRC working closely with Distance Education, it has opened up the door for collaboration and combined support for faculty use of technology.
- One Librarian will be retiring May 2020
- One full-time temporary faculty librarian's contract will be ending June 2020

Title V Guidelines provide minimum standards for library staff. Based on our FTES, we should have 6.5 FTE Librarians. As of July 2020, we will have 4.5, setting us far below minimum standards.

**Notes (optional):**

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

# Program Review - Learning Resource Center

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## Action: 2019-2020 Ensure Collection Security in the Hanford Library/LRC

Replace malfunctioning and outdated library security gates and add locking shelving.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years.

Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.

**Person(s) Responsible (Name and Position):** Mary-Catherine Oxford, Director of Learning Resources

**Rationale (With supporting data):** Security gates are core to library security and anti theft. Both Tulare and Visalia have fully functional library security gates. Hanford security gates have not been functional since the end of Fall 2018.

The Hanford Library/LRC collection is growing and additional shelving is needed.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

Update on Action
<b>Updates</b>
<b>Update Year:</b> 2020 - 2021
<b>Status:</b> Continue Action Next Year
Security gates were funded and install, but locking shelves were not funded. The Library will apply for Above Base and/or foundation funding in the 2020-2021 Foundation Grant Cycle.
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>

10/15/2020

## Resources Description

<b>Equipment - Non-Instructional - Security Gates (Active)</b>
<b>Why is this resource required for this action?:</b> This is an essential piece of equipment, that we have, but is not working. Discussions with facilities and vendors have established that these gates are not repairable and are obsolete. Both Visalia and Tulare have functioning security gates.
<b>Notes (optional):</b>
<b>Cost of Request (Nothing will be funded over the amount listed.):</b> 12500

# Program Review - Learning Resource Center

**Equipment - Instructional** - Additional Shelving (Active)

**Why is this resource required for this action?:** The Hanford Library/LRC collection has outgrown the current shelving. In order to house the collection a new unit is needed.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 7500

## Link Actions to District Objectives

District Objectives: 2018-2021

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

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

## Action: 2019-2020 Tutorial Center Materials and Supply Budget

Separate Tutorial Center budget from Math Lab budget (currently \$400 shared between the two) and augment the Tutorial center budget to \$1000 per year to address materials, supplies and marketing needs at three campus centers.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

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

**Rationale (With supporting data):** Current shared budget of \$400 for Tutorial Center and Math lab provides a minimal amount of funding for basic necessities and does not address providing equitable access to equipment (such as "bag of bones" for anatomy classes) at the three campuses, nor does it allow for purchase of marketing materials to increase awareness of availability of tutorial services.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** AB 705

## Link Actions to District Objectives

District Objectives: 2018-2021

**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

## Action: 2019-2020

Base Budget Augmentation of \$88,000 to account for replacement of BSSOT funding (\$75,000), increase in minimum wage (\$5000) and 15 additional tutorial hours per week during peak times (\$8000).

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 2.2 Increase the number of students who transfer to a four-year institution by 10 percent over three years

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

**Rationale (With supporting data):** A significant portion of tutor funding previously came from BSSOT grant which ended in July 2019. In addition, an increase in minimum wage in January 2020 and 2021 will occur, necessitating additional funds to maintain current service levels. A "heat analysis" of usage for math lab indicates that there are times during the mid-day when the volume of students seeking tutoring outpaces the ability of the staff to assist in a timely manner.



# Program Review - Learning Resource Center

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:**

## *Link Actions to District Objectives*

District Objectives: 2018-2021

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

**District Objective 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

## **Action: 2019-2020 Tutor training and certification**

Expand tutor training for tutorial, math lab and other tutors. Explore the feasibility of certification for tutors.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 2.2 Increase the number of students who transfer to a four-year institution by 10 percent over three years

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

**Rationale (With supporting data):** Well over 15% of the student population take advantage of the various tutorial services on the COS campus, including language lab, MESA and other locations outside of the LRC, along with the Writing Center, Math Lab, and Tutorial Center. In order to ensure high levels of success, it is imperative that the tutors be well trained to best serve those students who take advantage of the centers.

**Priority:** High

**Safety Issue:** Yes

**External Mandate:** No

**Safety/Mandate Explanation:** Part of the training should include the mandated topics such as sexual harrassment training, how to handle difficult situations, along with effective tutoring methodology.

## *Link Actions to District Objectives*

District Objectives: 2018-2021

**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.