

Comprehensive Program Review Report



Program Review - Learning Resource Center

Program Summary

2019-2020

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What are the strengths of your area?: Math Lab:

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

Staffing: Math Lab is supported by a coordinator and one Instructional Specialist. The coordinator serves 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.

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%).

Success rates: 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.

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

Tutorial:

Accessibility: Tutorial hours of operation are intended to ensure accessibility for students at all three COS campuses. Visalia Tutorial is open 6 days a week with evening hours Monday-Thursday offering a total of 44 hours per week with tutors in 14 subject areas ranging from Accounting to Political Science. Tulare offers 7 hours per week Monday-Thursday with subject specific tutors in Biology and Chemistry and Hanford offers 17 hours per week on Monday-Friday with a focus on Biology, Chemistry and Nutrition.

Staffing: Tutorial is supported by a coordinator centered in Visalia. In addition, volunteer faculty provide additional support in some subjects. Student tutors are vetted thoroughly for competency in subject areas and consist of a diverse and representative backgrounds. Tutors undergo training at the start of each school year.

Design and usage: Tutorial Center provides one on one and small group tutoring in targeted subjects. Human anatomy models are available at Visalia and Tulare campuses. In 2018-2019 year 527 unique students made 2596 visits and spent a total of 3718.14 hours in the tutorial. A review of usage by race/ethnicity indicates that there is close alignment in usage rate with the overall demographics of the college with the exception of the Hispanic group which uses at a somewhat higher rate (+1.2%) and the white population with uses the lab at a lower rate (-9.2%).

Success rates: Course success rates for students who utilized Tutorial

Satisfaction rating: The 2019 Student Support Services Survey ("Mother Lode") reported high satisfaction with a 97% satisfaction rate for the Tutorial.

Library/LRC

The Library/Learning Resource Centers (LRCs) provide a wide variety of resources for students and faculty at all three campuses.

The Library/LRC is highly utilized by students with an average of 1,912 daily visitors and an annual 391,951 visitors across all campuses (data averaged from the 2018/2019 academic year). Students are highly satisfied with the services they receive from the Library/LRC, with a 98% approval (Student Support Services Survey Data).

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 the 2018/2019 academic year, the Library/LRC Librarians conducted 137 Library Instructional Orientations for 3,348 students. This is 40 less sessions than 2017/2018 and 657 less students. It is still a significant increase of 79% from the original sessions in 2014/2015.

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 2018, Librarians offered a "Help your students Cite it Right!" This workshop intended to give faculty the tools and resources they need to help their students successfully cite resources and avoid plagiarism on assignments. 100% of attendees plan to implement the strategies they learned in the workshop and rated the workshop quality as "Excellent". In this workshop we collaborated with Writing Center and focused on the student's experience. See attached survey responses.
- 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 text-books, 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 the last year the number of eBooks accessed has increased by 30%.

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 is scheduled to launch the Hotspot and Laptop checkout program in both Hanford and Tulare in Fall 2019. This program expansion was made possible by the Program Review and Resource Allocation process.

One of the greatest strengths and opportunities of the Library/LRC is the work we do with every department and student on campus. Collaborating with departments to help support the goals and objectives of their area only enhances their progress and helps us reach students on a broader scope. These collaborative relationships have helped us establish the Mobile Wi-Fi Hotspot and Laptop Project; developing workshop with English faculty to support of ENGL 301; Annual Poetry Events; Canvas support; Librarian involvement with student clubs (Giant Book Club, Genealogy Club, Culture Cafe Club); support for outside Nursing and Allied Health Program Accreditation; a Hi-Lo collection to better serve ESL students; a series of Library workshops at our Hanford Educational Center, embedded librarians in Canvas courses, participation in Giant Days and resource fairs at all three locations and the upcoming collaboration with the Art Gallery to create a gallery space in the Visalia Library/LRC.

A Reference Librarian is scheduled for student assistance during all Library/LRC open hours on our Ask A Librarian Desks.

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 80% (see attached 2019 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. Of the 100 students enrolled for 2018/ 2019, 30% passed.
- A 3 Unit course that satisfies the CSU Area E Lifelong Learning GE Requirement is in development.

Student Helpdesk: the Library/LRC in Visalia offers a Student Helpdesk to provide assistance for students with technology and systems. This service was given a commendation from the 2018 ACCJC visiting team. Students can receive the following services from the Student Helpdesk:

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

To better serve our students and create a more responsive environment, the Library/LRC has implemented the following new services/policies for Fall of 2019:

- 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, the majority 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 from Gimlet.

- Embedded librarian: Faculty have the option of embedding librarians directly within their Canvas courses.
- Food policy: Effective summer 2017, a new Library/LRC food policy was enforced that is less stringent and allows students to bring snacks into the Visalia Library/LRC. This will assist in shaping the revised Library/LRC Code of Conduct.
- Implemented the hotspot/Laptop checkout pilot program. 2018/2019 had 925 laptop checkouts and 876 hotspot checkouts to students.
- Above Base budget allocated \$20,000 for the purchase of eBooks to expand the collection. 162 individual titles were purchased, including collections in Gale, CREDO and EBSCO.
- 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 and staff.

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.

Distance Education (DE)

The Distance Education department offers a variety of services to faculty who have interests in learning to use technology to teach online and on the ground at various times and in various formats. The DE coordinator, who facilitates DE services has expertise in teaching with technologies, and accessibility. DE publishes a monthly newsletter and offers multiple workshops to support faculty awareness, knowledge acquisition, and skill development in teaching with technologies. Workshop offerings have increased since 2017-2018 when the only offering was the Online Teaching

Certification Program (OTCP). There was a marked increase in workshop offerings in 2018-2019:

- Fall: Teaching Boot Camp and 20 Canvas sessions
- Spring: nine Office 365 sessions, and three versions of the OTCP (online, hybrid, and on the ground).
- Offerings have increased again for Fall 2019:
- Four Office 365 sessions
- Two COS Technology Overview session
- Three copyright sessions
- OTCP (online, hybrid, and on the ground)

What improvements are needed?: Math Lab:

Staffing: Hanford Math lab suffers from a lack of consistency with tutoring hours on days the Math Lab coordinator is not there. In addition, there are times during the day, especially as the semester progresses, in which the attendance in the math lab outpaces the ability of staff to effectively support.

Targeted services: The following courses have the lowest pass rates for students who attend math lab: Math 10. Math 65 and Math 66 and Math 70. In addition, the 2019 Mother Lode Survey indicated that 19% of students were unaware of the services provided in the Math Lab. The math lab staff should review the availability of skilled tutors, effectiveness of marketing for tutoring these courses and determine action steps that can improve the success rates of students in these classes.

Attendance accounting: The online login system that is used by Math Lab, Language Lab and Tutorial Center is outdated and frequently is unavailable for an hour or more at a time. This negatively impacts the accuracy of tracking student usage of the Math Lab as well as related apportionment. An updated system that can be used by these three support service centers along with the Writing Center is needed.

Tutor training: Interviews with math lab coordinate as well as review of previous division goals indicate a desire to provide a certification pathway for tutors to ensure highest quality level tutoring for increased effectiveness.

Budget: Current budget does not take into account the raise in minimum wage that will occur in January of 2020 and 2021. In addition, there is not sufficient budget to add tutors for peak hours to address needs.

Tutorial Center:

Staffing: Hanford Tutorial suffers from a lack of consistency with tutoring hours . There is a single coordinator based in Visalia and no other lead staff such as instructional specialists at either the Hanford or Tulare campus outside of the math lab and writing center staff.

Targeted services: The following courses have the lowest pass rates for students who attend Tutorial: Math 10. Math 65 and Math 66 and Math 70. In addition, the 2019 Mother Lode Survey indicated that 19% of students were unaware of the services provided in the Tutorial. The Tutorial staff should review the availability of skilled tutors, effectiveness of marketing for tutoring these courses and determine action steps that can improve the success rates of students in these classes. In addition, there does not appear to be a transparent process for determining priority of tutoring time for any given subject. This means that there are subjects that may not have tutoring time available for which there is demand, such as geology, and there are subjects for which there is faculty request for tutorial time but little student demand (art).

Attendance accounting: The online login system that is used by Tutorial Center, Language Lab and Math Lab and other district tutoring centers, such as MESA tutorial, is outdated and frequently is unavailable for an hour or more at a time. This negatively impacts the accuracy of tracking student usage of the Tutorial as well as related apportionment. An updated system that can be used by these three support service centers along with the Writing Center is needed.

Tutor training: Interviews with Tutorial coordinate as well as review of previous division goals indicate a desire to provide a certification pathway for tutors to ensure highest quality level tutoring for increased effectiveness.

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.

Our district is invested in continuous improvement, with that comes new systems and policies. The Library/LRC needs to make sure staff are trained in new district wide and local systems and maintain up to-date policies that are easily accessible. This should involve cross training of multiple areas including library, tutorial and computer help staff. Library and Tutorial shared a joint meeting on Convocation day to meet new staff and were provided with an overview of systems including OneDrive/Office 365, calendars, Planner and Gimlet. 2018 – 2019 also included training in Emergency Procedures by Chief Mizner and Vet Ally training by the Veterans Office.

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.

Describe any external opportunities or challenges.: Math Lab: The impact of AB 705 and specifically math co-requisite classes on Math lab usage is unknown at this time. It will be important to monitor the usage of math lab by students with and without the co-requisite class to determine future needs.

Tutorial Center: The impact of AB 705, specifically on those courses that previously had math or English prerequisites on Tutorial Center is unknown at this time. It will be important to monitor the usage of Tutorial Center by students to determine future needs.

Math Lab and Tutorial Center: In January of 2020 and 2021, we will see an increase in minimum wage that will impact student

tutor budgets. In addition, the BSSOT grant previously covered \$75,000 in tutoring cost. This grant ran out in June 2019 and replacement funds will be needed.

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 the 2018/2019 year, only Tulare campus saw an increase in door count.

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.

AB 705:

- 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)
- Librarians seek to collaborate with faculty to integrate information literacy into courses Increases student success and retention. This is more crucial as we continue to implement AB 705.
- The Director of Learning Resources and Librarians have collaborated with English to draft an SLO to assess information literacy skills for the English 301 course. This course is the support course for English 1.
- The Library plans to work with AB 705 professional development faculty to provide workshops on integrating information literacy into course assignments.

Institutionalize pilot database: : In the 2018-19 Academic Year, the Library received Foundation funding to purchase access to Kanopy, a streaming film database. 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. 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.

California State University (CSU) General Education (GE) Area E addition:

- 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.
- 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.

Information Competency:

- Promoting information competency is one of the Library/LRC's greatest challenges. While the internet is easy to access, the quality of that information is difficult to evaluate.
- The Library/LRC is regularly challenged to articulate to students the importance of quality information along with the benefit of specialized services which guide research, such as academic databases and Reference Librarians.
- This success rate has remained in the 82% - 87% range. LIBR FTES enrollment has increased by 240% since 2012/2013.

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. The percentage of collection published prior to 2000 is 48%, 2005 is 56%, 2010 is 67% and 2015 is 88%. Average age of print for 2018-2019 is 1990-1991 (see attached data). This has increased in comparison to last year collection age averaging 1984.

Number of faculty: The three Library/LRC sites are open a combined 138.5 hours per week and a librarian is available to students and faculty on a public service desk during all of those hours. In addition, there are 11 LIBR classes taught a semester by librarians. 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, and library reference desks with the four full-time faculty and five adjuncts librarians the Library/LRC has. In addition the librarians have offered many new services: 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. The Library/LRC will also have a retirement in Spring 2020 reducing the size of the staff even more.

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:

Increasing the awareness of DE department services to all faculty is an opportunity to support faculty in making students more successful.

Using DE department staff to increase District efforts to make all Canvas instructional materials accessible is an opportunity to provide equitable access to instruction throughout the District.

Canvas usage data indicates that Canvas is being utilized by 358 instructors in the District. The challenge to ensure accessibility of all Canvas instructional materials is significant.

Overall SAO Achievement: 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.

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:

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

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

Library/LRC:

Due to a small increase in awareness we were able to identify the 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: Math Lab: There are currently no PLOs associated specifically for the Math Lab

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

Library/LRC: Each year our 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: Math Lab: There are currently no SLOs associated specifically for the Math Lab.

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

Tutorial: LIBR 425 the Library curriculum representative met with the Tutorial Coordinator, Curriculum & Outcomes Assessment Coordinator, Library/LRC Director, and Associate Dean of Educational Support Services to plan for a Fall 2018 assessment. As a result of this meeting a SLO was created: Students will be able to improve their overall success and ability to learn independently for the course they select for tutoring, through improved study skills, confidence, and connection to resources. The group also developed an assessment plan: Identify the most used subject areas for tutorial, and review success rates for students who attend vs. do not attend sessions in those areas.

LIBR 423 was deleted through the Curriculum Committee in Fall 2016, as the course was no longer offered.

Library/LRC:

LIBR 101

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

LIBR 102

Outcomes for LIBR 102 will be assessed in 2018-2019 academic year. The current outcome is "Students will be able to determine whether a website is appropriate for a research paper," with a 90 percent target goal. As with LIBR 101 and 103, during Dialogue Days, librarians will discuss updating the outcome to reflect the Association of College and Research Libraries' "Framework for Information Literacy for Higher Education." Library 102 had 86 total students and 57 of them were online. 118 were registered for spring 2019, 91 of them were online.

LIBR 103

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

Changes Based on SLO Achievement: Math Lab: There are currently no SLOs associated specifically for the Math Lab.

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

LIBR 102:

During fall 2018, Library 102 were taught in three sessions. There were one face-to-face session and two online sessions. A total of 86 students completed the course, 29 students enrolled in the face-to-face course while 57 students enrolled in the online courses. The results of the assessment were based on the answers from the last question asked from the CRAAP (Currency, Relevance, Authority, Accuracy, and Purpose) criteria evaluation, "Is this site appropriate for your research paper or project? Why or why not?". Of the 86 students enrolled, 79 students completed the final exam. Of the 79 students, approximately 68% (54 students) met the outcome. About 31% (25 students) did not meet the outcome.

During spring 2019 Dialogue Day meeting, the librarians met and analyze the assessment results gathered from the fall 2018 Library 102 courses. They found that the CRAAP criteria were covered later in the class, which may have contributed to the poor outcome achievement. The librarians discussed and proposed changes to the topics, objectives, and outcome of the course.

Some improvements or action planned by the librarians was to:

- introduce the CRAAP criteria earlier in the course or practice the evaluation criteria in more than one class session.

- Assess another topic or area in the course other than the website evaluation in the course.
- Revise the outcome percentage to be more attainable. Currently, the course outcome percentage is set to 90%.

Furthermore, the librarians discussed the similarities of Library 102 and 103. Considering Library 102 and 103 course outlines are up for revision in 2019-2020, the librarians saw this as an opportunity to revise both the course outline to include the changes of the course topics, objectives, as well as the assessment in the course and ensure that these proposed changes align with the Association of College and Research Libraries (ACRL) framework for information literacy for higher education. The revisions for both Library 102 and 103 will be made in Courseleaf and the course outcome for both classes will be updated in TracDat.

LIBR 103:

The outcome for LIBR 103 was assessed and revised during the 2016 – 2017 academic year. The outcome will be assessed this 2019 – 2020 academic year.

Action: 2019-2020 Math Lab Analysis of Services

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.

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Implementation Timeline: 2019 - 2020

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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): Angela Sanchez

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

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

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Implementation Timeline: 2019 - 2020

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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.

Program Review - Learning Resource Center

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:

[Accademia Institution 3 Centers.pdf](#)

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

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

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

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

Related Documents:

[Accademia Institution 3 Centers.pdf](#)

Link Actions to District Objectives

District Objectives: 2018-2021

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

Action: 2019-2020 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.

Program Review - Learning Resource Center

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 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.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

Program Review - Learning Resource Center

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 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 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

Program Review - Learning Resource Center

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 Increase access to resources for courses

Purchase eBooks for circulation to students

Leave Blank: Nonessential/Nice to have

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

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

Rationale (With supporting data): Currently funding for textbooks and library books comes from Lottery/Prop 20 and district general funding. Without an updated, quality collection, the 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. The percentage of collection published prior to 2000 is 64%, 2005 is 73%, 2010 is 85% and 2015 is 95%. Average age of print for 2017-2018 is 1984 (see attached data). LRC growth on all three COS campuses includes expanded Library, Computer, and Tutorial Service hours, a larger updated Library collection, over double the amount of librarian class instructions, and increased student and faculty awareness and use. With increased liaison work we have seen the demand for the collection. Based on data the highest need is in eBooks. We have seen a 30% increase in eBook circulation (see attached data). In addition costs of materials continues to increase which puts a strain on the established collection budget.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Ongoing funding to maintain a quality collection of library materials that is relevant to student need. (Active)

Why is this resource required for this action?: Increased demand and increasing costs have impacted the ability of the LRC to meet student need.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 15000

Link Actions to District Objectives

District Objectives: 2018-2021

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

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

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

Program Review - Learning Resource Center

District Objectives: 2015-2018

District Objectives - 2.3 - Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.

District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

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:

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)

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:

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 Improve Student Technology Support

Provide adequate staffing to maintain reliable service hours and consistent services.

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

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): 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.

Program Review - Learning Resource Center

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). In addition to lack of access, student need more and more support in the use of technology. The LRC in Visalia offers a Student Helpdesk to provide assistance for students with technology and systems. This service was given a commendation from the 2018 ACCJC visiting team. This has put a strain 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. The desk can be left unstaffed due to absences.

The Student Helpdesk staff monitor a student computer lab with over 100 computers and 4 printers, they also provide the following support for students:

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

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - Full-time Classified Instructional Specialist—Computer Lab position (Active)

Why is this resource required for this action?: The Student Helpdesk is understaffed. The 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. The desk can be left unstaffed due to absences.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 78335

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

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

Program Review - Learning Resource Center

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:

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.

Program Review - Learning Resource Center

- 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.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Title V Guidelines and AB 705

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

Link Actions to District Objectives

District Objectives: 2018-2021

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

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

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District

Program Review - Learning Resource Center

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: 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:

Resources Description

Equipment - Non-Instructional - Security Gates (Active)

Why is this resource required for this action?: 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.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 12500

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 Faculty Development – Instructional Technology and DE

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

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank:

Leave Blank:

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

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

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

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

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

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)

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

Program Review - Learning Resource Center

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 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: 2019-2020 Support Instructional Technology use in teaching

Provide professional development and support to faculty using instructional technology.

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank:

Leave Blank:

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

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

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): Mary-Catherine Oxford, Director of Learning Resources and Deborah Nolan, Distance Education Coordinator

Rationale (With supporting data): Canvas data indicate that 358 instructors use Canvas digital instructional materials to support both online and face-to-face classes. Canvas content created by instructors may be inaccessible to all students, and the District does not have qualified Technology Services or Access and Ability staff to address this weakness. Professional instructional designers check to ensure accessibility of Canvas instructional materials and make necessary modifications. Additionally, instructional designers work with instructors to build Canvas courses with Universal Design for Learning in mind to support the learning needs of our diverse student population.

As indicated in the District's Strategic Plan 2018-2021, 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. The AAC reports that up to 16% of our students have unique needs that qualify them for AAC services. Accessibility is essential for these students.

Students who do not qualify for AAC services will benefit from using accessible instructional materials as Chancellor Oakley asserts in a recent letter to the system: "Research shows that utilizing universal design principles, which is fundamental to ensuring accessibility, improves student-centered pedagogical practice and student outcomes. . . . I am fully committed to extending the benefits of universal access throughout the system."

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

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

Why is this resource required for this action?: In order to fully support faculty in the effective use of instructional technology, the institution needs to have this level of expertise. This position does not exist at COS. For most institutions,

Program Review - Learning Resource Center

this is a core position and usually has multiple staff to support instructional technology, including Canvas.

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 2.1 - 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 4.1 - Increase the use of data for decision-making at the District and department/unit level

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

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

Action: 2018-2019 Create a dynamic learning space in the LRC

Create COS Art Gallery Exhibition Space in the LRC

Leave Blank: Nonessential/Nice to have

Implementation Timeline: 2018 - 2019

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.

Person(s) Responsible (Name and Position): LRC Director and Art Gallery Director

Rationale (With supporting data): Using a prominent location in the LRC, that sees over 2,000 students a day, the Art Department and LRC want to collaborate on a project that will raise awareness of both programs while creating a dynamic learning environment for students and faculty. This project would clear 3 walls in the downstairs hallway (past elevators, before you arrive in the tutorial area) for art exhibition space. It would display three exhibitions a year. Mid-summer through mid-fall, mid-fall through mid-spring, and mid-spring through mid-summer. This will allow regular visitors to the LRC to experience two exhibitions each semester. Additionally, this will allow the installation of works to be incorporated into the existing COS Art Gallery exhibition cycle and a part of the ART 111: Beginning Gallery Exhibition and ART 112: Intermediate Gallery Exhibition class duties. (see attached proposal)

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2019 - 2020

10/10/2019

Status: Action Completed

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 and staff.

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

Resources Description

Program Review - Learning Resource Center

Equipment - Instructional - Equipment for hanging and securing art. (Active)

Why is this resource required for this action?: A track system will be installed so patching, sanding, and repainting will not be necessary due to continual artwork displays.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 2500

Link Actions to District Objectives

District Objectives: 2018-2021

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

Action: 2018-2019 Continue the LRC Hotspot & Laptop Program

Continue Service Contract to Support 20 Hotspot Devices for Checkout; Add 15 Units for Checkout (5 at each site).

Leave Blank: Nonessential/Nice to have

Implementation Timeline: 2018 - 2019

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 four-year institutions by 10 percent over three years.

Person(s) Responsible (Name and Position): LRC Director and Staff

Rationale (With supporting data): 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. While both of these entities strive to provide reliable access to the internet, neither is available 24 hours a day. Continuing the hotspot checkout program will allow rural and economically disadvantaged students to "take home the internet," thus giving them convenient access to Canvas, student email, the Library's online resources, and the World Wide Web.

Student feedback for the current hotspot checkout program has been overwhelmingly positive. Approximately 97 percent of students responded that the hotspot checkout service was either "very helpful" (86.8 percent) or "helpful" (10.5 percent). Currently, hotspots are available only at the Visalia campus. An expansion of the program would allow students in Hanford and Tulare to have access to the program.

This action item will help support student access to quality Library materials such as eBooks and academic databases, allowing for increased access to and awareness of LRC services. Approximately 25 percent of students who checked out a hotspot reported using the service to complete "library research." (see attached data)

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2019 - 2020

10/10/2019

Status: Action Completed

The Laptop and Hotspot Checkout Program was institutionalized with ongoing funding. The Hanford and Tulare programs were launched Fall 2019.

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

Program Review - Learning Resource Center

Resources Description

Adjustment to Base Budget - Continue Service Contract to Support 20 Hotspot Devices for Checkout and add 15 Units for Checkout (5 at each site) (Active)

Why is this resource required for this action?: To institutionalize the successful Student Wi-Fi Hotspot Checkout Program that was a collaborative effort with Student Success and the LRC.

Notes (optional):

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

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

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.

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

Program Review - Learning Resource Center

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 harrasment 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.