

Section 1 and 3 - Analysis of Unit PIE & Updates on Goals

PIE - Library & Learning Resources Manager

2018-19

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1. Summary of Notable Achievements: The LLR Division's achievements show contributions to student access and equity, student success, faculty and staff development, and collaborations across campus.

Widened student access to classes through an increase in online sections offered by 43% compared to Fall 2017. Additionally, participation in the Online Education Initiative Finish Faster Online class inventory made online classes offered at other colleges available to students; these online classes are not offered entirely online at Mt. SAC.

Expanded outreach and service to students by collaborating with other areas:

- Fall 2018 the inaugural Student Success Fair, online tutoring brochure, and the Mountie Student Hub represent cross-team collaboration among academic support centers, the Library, and student services programs to reach out to students.
- ASAC and the Library partnered on finals week support for students. ASAC's Finals Exam Jam saw a 266% increase in student usage over last year; the Library continued its extended hours into late evenings and weekend before finals.
- The Library increased student information competency through workshops (7% increased participation over last year) and online workshops (248% increase) and library tours (75% increase).

Student Equity

- Library provided a LibGuide for faculty on using open educational resources (OER)
- Library increased hours on Sundays, during finals week, and during intersessions and augmented textbooks in the Reserves collection
- Librarians reached out to special programs such as Aspire, Pride Center, and Veterans Center
- Tutoring, Library, and Testing Services continue to avail services and accommodations to Access Centers' students

CURRICULUM

STDY 100 fulfills Area E, Lifelong Learning General Education, CSU Transferable course

READ 100 approved for CSU transfer as meeting critical thinking requirement; reading competency through READ 90 meets the local requirement for associate's degree.

Distance Learning had 57 new DL courses, a 96% increase compared to 29 new courses approved in 2017-18.

Faculty and Staff Professional Development

- SPOT certification - 43 faculty completed it, a modest increase from last year's 40 completers.
- LAC faculty (Ezzell, Hall, Ma, Gonzales, & Rowley) organized the 17th annual Inspired Teaching Conference.
- Twenty-nine (29) tutors completed the CRLA Level 1 tutor certification and 14 completed the CRLA Level 2 certification. CRLA offers a nationally recognized tutor certification program via College Reading and Learning Assistance organization.
- Canvas training and support benefited 783 faculty and over 23,000 students. In the annual faculty survey 2018-19, of the 200 respondents, 75% said FCLT workshops and services were "indispensable" or "very important."
- In 2018-19, 102 ASAC employees (73% of permanent and hourly employees) completed state required Title IX prevention of sexual harassment training.

Facilities improvements

- ASAC reconfigured the physical layout of the center to align with the implementation of AB 705, which drastically decreased basic skills offerings in Math, English, and LERN classes.

- The Library opened its south doors to encourage student traffic flow between the library and the Library Annex seating area upstairs and ASAC downstairs.
- The Library continued to change out old tables and chairs so students will stay longer, study more, and be even more connected to the college, thereby improving their retention and success.
- New carpet planning was made for installation in August 2019.

COLLABORATION BY ALL LLR UNITS WITH OTHER CAMPUS GROUPS

-The Teaching with Technology Fair presented in Spring Flex Day involved leadership by the Faculty Center for Learning Technology (FCLT), the Library, Professional and Organizational Development, Academic Support and Achievement Center, Information Technology, among others. It was attended by 37 faculty members, far greater in number than the Tech Fair in Fall 2018 that saw 12 faculty members.

-The Guided Pathways academic support centers coordination project had robust participation by LLR representatives in ASAC, the Library, the Library Department and the Learning Assistance Department faculty members.

-LLR units participated in the planning for implementation of the Promise Plus (AB 19 free tuition program), which is built on Summer Bridge Program and STEP Program for 1,000 students. The Library will handle the 500 laptops and hot spots for the program. The Library and ASAC participated in the workshops within the STEP Program, and these units continue their participation in the Bridge Program through library workshops and the Supplemental Instruction program.

CONTRIBUTION AND SERVICE TO THE COLLEGE

-Although the Learning Assistance Department had 9 fewer faculty members in 2018-19, due to retraining leave or transition to other departments because of AB 705, the remaining 4.5 FTE faculty continue to contribute to student equity and success initiatives in a robust fashion:

== Basic Skills Initiative, Guided Pathways Summits, Learning Assistance adjunct faculty summer and winter workshops on SLO, tutor training, curriculum, Guided Pathways Faculty Focus Retreat, AB 705 Multiple Measures Summits, Academic Senate, Faculty Association, SSSPAC, Faculty Professional Development Council, New Faculty Seminar, and the LLR Division Retreat, to name just a few.

-The Library faculty continue to contribute in a robust fashion to the college's many initiatives: some examples include SSSPAC, Professional Learning Team, Curriculum and Instruction Council, Student Equity Committee, CTE Advisory Council, Pride Center Advisory Committee, Academic Senate Executive Board, and Homelessness and Basic Resources Committee, to name just a few.

-Abigail Morales, Lead Library Technician was on the Newberry Medal Award's selection panel for American Library Association, and she worked with faculty who teach children's literature courses to share her experience and the selection criteria for the award. Students in these classes talked with the winning author Meg Medina via Skype.

LLR faculty serve as leaders in Academic Senate, Faculty Association, various hiring committees including for other faculty recruitment, and other roles on campus.

LLR staff serve as leaders in Classified Senate, CSEA 262, various hiring committees, and other roles within the units or division.

Closing the Loop - Analysis of Progress on College Goals: LLR Division continues to make efficient use of existing and new resources to address critical needs in the Division: replacing aging equipment, improving facilities for operations and safety, and replenishing library materials. The Library has had huge improvements for students and staff: new carpet means safer conditions; new public service announcement system means more efficient notification to students about closing times and emergencies; additional seating and newer furniture invite students to use the library.

Progress on College Goals by Theme

A. To Advance Academic Excellence and Student Achievement

LLR Division continues to integrate its resources and services with Instruction and Student Services programs. We expanded marketing and outreach to faculty and encouraged them to connect students to academic and support services.

B. To Support Student Access and Success

Students who received library and academic support services showed a higher success rate than those who did not. Students taking online and hybrid classes have benefited from more online support services (online librarian; online research workshops; online tutoring): their success rates continue to rise while the college sustains the quality of DL courses as we grow them.

C. Secure Human, Technological, & Financial Resources

-Mt. SAC is awarded two Online CTE Pathways Grants, \$250,000 each, for one year 2019-20 implementation. The college is only one of two colleges that got awarded two applications. Having a half a million dollars will enable the college to built sustainable structures to contribute high quality online courses to OEI, expand compliance with accessibility requirements, increase faculty use of open educational resources, and improve student access to and use of online support services.

-Continued participation in the Online Education Initiative has significantly boosted the college's capacity to support learning with technology and to grow distance learning in quality and numbers. OEI resources are for all faculty and students to use, not just online or hybrid classes. Materially, OEI brought an annual \$400,000 worth of resources to the college (professional development, curriculum and course design support, technology tools such as Canvas, VeriCite plagiarism detection tool, NetTutor 24/7 online tutoring, Proctorio online exam proctoring, in-person exam proctoring network, and more).

D. To Foster an Atmosphere of Cooperation and Collaboration

LLR faculty, staff, and managers collaborated with colleagues in Guided Pathways, Multiple Measures, Student Equity, and Online Education Initiative, the Promise Plus program, among many initiatives, to promote student access to quality education and to succeed at the college, irrespective of modality.

LLR faculty, staff, and managers joined colleagues from across the campus to promote services to students. Examples include the Student Success Fair, Pop Up Library/Tutoring, Culturama (with English and Theater departments), Library interactive displays, Bridge Program, and STEP Counseling 1 with workshops.

LLR faculty, staff, and managers joined other colleagues in developing/providing faculty development activities and supporting faculty. Examples include roll-out of a campus-wide captioning process and subscription services; Flex Day Teaching with Technology Fair, new tech tools in Tech Week (with Language Learning Center). FCLT works closely with IT to support users with Canvas and other tech tools.

Tracking Conditions and Trends: a. External Conditions Analysis: State laws and regulations bring major changes to the college and specific impacts on the LLR Division.

AB 705 and Multiple Measures

The college decided to implement AB 705 a year ahead in order to better gauge how the college needs to respond to new conditions for student success. This decision impacted LLR in the following ways:

-An expected decline in enrollment in LERN classes confirmed a reduced demand; however, student demand continued, necessitating the offering of more sections of LERN 48, 49, 81; READ 70 and 80 than expected.

-The increased placement into ENGL 1A means an increased demand for library research support.

-Demand for math and English tutoring declined, with a deeper decline in writing tutoring than math. However, demand for tutoring and SI in all other subjects increased dramatically, including in STEM courses.

-Academic support centers continue to re-imagine how myriad centers (13 and counting) should respond to students under the new placement method using Assessment Questionnaire.

Dual Enrollment

-High school students taking classes on their campuses should be supported with library and learning support services. The library and learning support services created marketing materials for this group of students.

-LAC department offers STDY 100, READ 100 courses, which are transferable to CSU, and some high schools have expressed an interest.

Guided Pathways

-LLR Division participates in GP efforts helping to make the college ready for students, including how support courses may complement courses in major pathways.

--Library faculty got GPS funding to offer embedded library workshops in English 1A classes in order to increase student proficiency in information competency. This activity is also an opportunity to inform English faculty about library resources thereby meeting accreditation Standard II.B.1.

--READ faculty got GPS funding to re-imagine how reading-across-the-curriculum contextualized support may be woven into classroom instruction.

-LLR works with other areas on how academic support services may be folded into pathways, e.g., first-year experience and early alert

Open Education Resources (OER)

-A state law requires colleges to publish the classes that use OER in the schedule of classes.

-Adoption of OER has a means to expand:

--Led by Associate Dean of Library and Learning Resources and librarians, there is an OER committee to begin a campus-wide effort to increase faculty use of OER.

--One of the Online CTE Pathways grants offers incentives for faculty to adopt, curate, and use OER.

Online Education Initiative (OEI) and the Course Exchange

-When properly supported, faculty would use technology in their teaching irrespective of modality. The challenge is sufficient human resources to do so: the Faculty Center for Learning Technology (FCLT) has 3 FTE employees supported by one dean to design, implement, assess, and report on all the tools provided by OEI. IT needs more employees to support OEI tools and to program Banner as needed such as for the Course Exchange.

Implementation of statewide initiatives adds tremendous workload that exceed the capacity of current human resources, e.g., Online Education Initiative's preparation for Course Exchange, including rolling out nearly eight college-wide tools such as Canvas, Cranium Café (online counseling platform), NetTutor, Quest Online Readiness Program, and Proctorio.

Tracking Conditions and Trends: b. Internal Conditions Analysis: Student demand for LLR courses and for 100% online courses/degrees represent unique conditions for managing curriculum and enrollment. Face-to-face (F2F) classes tend to see softer enrollment than online versions (LIBR courses; READ 90 and 100). Students taking online classes continue to show an increase in success rates; however, not all groups have experienced increased success rates.

The implementation of AB 705 and Guided Pathways initiatives continue to cause paradigm shifts in how the division does its work:

-Re-imagining academic support services: while demand for tutoring in English and Math declined, demand for all other tutoring services increased significantly in such areas as STEM, Supplemental Instruction, and study groups.

-Re-imagining how Reading and Library information competency can be integrated across the curriculum if stand-alone classes in these two content areas do not see healthy enrollments.

-Re-align and clarify the roles and responsibilities between LLR and School of Continuing Education- Adult Basic Education: noncredit faculty (LALI) scheduling, paying, record-keeping, absence reporting, subs. Role of LAC department chair vis-a-vis Director of ASAC and Director of ABE.

-A sense of uncertainty and stress is palpable among LAC department faculty and ASAC staff due to significant changes ushered in by major initiatives. Employees have expressed anxiety about the future of their units.

Space limitations and outdated configurations are inefficient.

-A major challenge is sufficient and adequate space to support tutoring across campus. Requests for study groups and SI sessions cannot be met due to insufficient meeting space for students to benefit from these effective resources.

-The Library has old, dilapidated floor tiles in non-carpeted work areas with tile corners flipping up and causing a tripping hazard. Duct tape has been a "temporary solution" for at least two years. The Library reference desk does not meet accessibility requirements, and the current footprint is inefficient.

-The Library has had sprawling student lines, which can add noise to an already small library with largely open spaces.

Continuous implementation of online, cloud-based tools in number and depth requires more time and resources than we have. Each new tool we implement requires business process analysis, decision making, integration with existing systems (e.g., Banner), communication across teams and with end users, and training for employees and students.

Facilities

-The Library reference desk does not meet accessibility requirements. The Library has submitted a high-priority request via its PIE with a project scope and cost to address this ongoing need.

-Students repeatedly request a quiet study space, which the library does not have other than the study rooms. Students have asked for such a quiet study space in every survey, focus, group, or flip chart request for student feedback since Fall 2012.

-ASAC's Testing Services and Access Center have been working on a new Testing Center to serve both units' operations. This CMPCT approved project needs to regain lost momentum by involving faculty in the space design.

-A new library resource center building funded by Measure GO will be planned in 2019-20. A major and ongoing concern is to design the space to address what the college library needs to be in order to serve a college our size and our community. This is the third consecutive bond that includes a new library, and this time is the first to hold any real promise for construction in the next 3-5 years.

Tracking Conditions and Trends: c. Program Planning Dialogue: LLR units/division focused on these planning themes:

-Curriculum development, review, and outcomes (DL, LAC-Instruction, Library)

--Distance Learning continues to grow new courses, certificates, and degrees locally and via our participation in the Online Education Initiative. The two new one-year Online CTE Pathways grants will bolster support for growing DL and for increasing

student equity and success.

--Learning Assistance READ 90 continues its role in meeting the local graduation requirement; STDY 100 courses are transferable to CSU in Area E Lifelong Learning; Tutoring Certificate is now a noncredit certificate.

--Library is developing a new course LIBR 2 to meet CSU transfer needs under Area E.

-Organizational review, planning, and implementation

--Library Services Platform: training, workflow analysis, duties changes

--AB 705 Multiple Measures: adjustments to AQ, monitoring student retention and success rates among students who do not pass college level English and Math, responding to student needs in CTE and other general education courses outside of English and Math (faculty are noticing the lack of academic maturity levels among their students since the implementation of AB 705).

--CVC-Online Education Initiative and Online CTE Pathways Grants

-Technology tools implementation, training for faculty, messaging faculty (FCLT)

-Continuing facilities improvements and space usage review to optimize functionality within existing space (Library, LAC)

-Publicity of academic support services to faculty and students (all units) in timely and resonant ways

Tracking Conditions and Trends: d. Critical Decisions Analysis: Curriculum:

-New accelerated READ 80/90 course was approved so students placed into READ 80 can take one course instead of two to meet the reading competency graduation requirement.

-STDY 100 has been approved for CSU transfer, general education, life long learning. This course may be used to complement Pathways and learning communities; faculty in the natural sciences and allied health areas have expressed their students need these skills.

-LAC faculty decided to work on a noncredit tutor certificate since the TUTOR courses and training program are already part of the nationally recognized CRLA Tutor Certificate. This noncredit certificate will help capture completers of the CRLA certificate in the college's count of vocational certificate completers.

-New DL courses approved: 50

-DL courses reviewed (4-year): 53

Class scheduling:

-LAC schedule starting Summer 2018 reflected the college's decision to implement AB 705 in Summer 2018. Consequently, only full-time faculty will be scheduled to teach without any overload based on a projected schedule of 34 sections compared to 110 sections offered in Fall 2017. Six faculty have initiated retraining plans in order to meet load in other departments (English, Math, Engineering, Psychology). No adjuncts will be assigned to teach credit courses; adjuncts may be assigned as faculty of record for Learning Assistance lab and tutoring activities.

-Offered as many online classes as possible in READ 90, READ 100, STDY 85A, and LIBR 1/1A

-Approved 40 SPOT completers to expand divisions' ability to offer online classes

Expanded student access to online and on ground resources:

-Based on data analysis, Library decided to keep using ProQuest Research Companion to teach information competency online.

-Library maintained extended hours on Sundays during primary semesters, added Sunday hours to Winter intersession, and restored evening hours to summer session (since 2019-10 fiscal crisis).

-Based on student feedback, Tutorial Services promoted NetTutor 24x7 online tutoring and student usage dramatically increased.

-Continued to promote all tutoring centers via handouts and portal/links to tutoring center webpages.

Facilities renovation and repair:

-Library decided to open its south entrance so students don't have to walk all the way around the building to access the library. The Library added a self-check out machine at the south entrance as another location students can checkout books.

-The Library made re-configuring the reference desk area a high priority to meet accessibility requirements and reference interview/instruction needs.

-For safety, the Library will ask for new floor tiles in non-public work areas (circulation/reserves and receiving/cataloging). FCLT and POD share spaces for faculty development activities, but more and better equipped spaces are needed to support the growth in professional development programs.

-Library expanded student seating space with gently used furniture, a variety of seating, and information competency workshops on weekends.

Publicity of academic support services to students:

-Regular portal messages about tutoring/online tutoring via NetTutor;

-Student Success Fair, tutoring centers brochure, Summer Bridge and STEP programs exemplify integrated approaches to delivering academic support services.
-Library outreach to special programs, Pop Up Library
-Library and ASAC jointly provided finals week support to students with de-stress activities, free school supplies, snacks, and academic support.

Partnered with other teams to provide faculty professional development:

-Captioning workshop and the Teaching with Technology Fair at Flex Day
-Library presented on Flex Day: incorporating library resources into Canvas and a LibGuide on OER
-Access-A-Thon provided hands-on consultation to faculty
-Tech Week: Language Learning Center (FCLT)

Emergency Preparedness:

-Continued semi-annual "backpack" contest to encourage employees to have emergency supplies at work
-Improve internal procedures on responding to emergencies

Tracking Conditions and Trends: e. Progress on Outcomes Analysis: LLR Division keeps current on student learning outcomes for all courses and some support services (examples below):

LAC and Library courses all have SLOs completed. Both departments' faculty list course SLOs on the syllabus.

Tutoring improves student success:

-Students who received tutoring did better than those who did not - some examples:
=Math 50: tutored students had a 21% higher success rate
=Math 51 & 71: tutored students had a 12% higher success rate
=Math 110: tutored students had a 18% higher success rate
=Math 180: tutored students had a 10% higher success rate
-The Library showed that students who attended library workshops had a 20% higher course completion rate than student who did not. Among African American students, those who attended library workshops showed a 27% higher course completion rate than non-attendees.

Distance Learning (online, hybrid) student success rates:

-Overall student success rate in online classes is catching up to success rate in F2F classes: that gap was 1% in Spring 2018. [STILL VALID? Success rates in online classes are at parity with hybrids overall.]
-African Americans' success rate in online classes increased by 11% when comparing Fall 2017 and Fall 2018.
-Latinx students' success rate in online classes declined by 10% in the same comparison terms.
--Both groups' success rate in hybrid classes increased when comparing Fall 2017 and Fall 2018: African Americans by 10% and Latinx by 14%.

Faculty Center for Learning Technology:

-FCLT continues to train faculty users for Canvas and embedded tools. 783 faculty members and 23,200 students used Canvas Spring 2019, which is an increase from last Spring.
-Of 200 respondents to a faculty survey, 82% felt the FCLT services were "indispensable" or "very important."
--82% reported having used something they had learned in an FCLT workshop or event when teaching.
--There was a 10% increase in faculty awareness of FCLT resources and services compared to last spring's survey respondents.

Analysis of Curriculum Currency: All courses in Learning Assistance and the Library are current.

Distance Learning courses are reviewed as part of the courses' regular 4-year review.

Analysis of Division's Plans, Activities, and Resources: LLR's major planning themes directly align with the college's student success initiatives and goals. Plans, activities and resources requested reflect analyses, data-driven decision making, and thoughtful planning.

AB 705 Multiple Measures and Guided Pathways: reimagining academic support services within LLR; rebranding LAC to Academic Support and Achievement Center; publicizing all support services in collaboration with other tutoring centers.
Reorganize/repurpose existing space and employees to respond to a "new normal" while ensuring key functions are staffed.
More hourly tutors and librarians are needed to respond to support students starting Fall 2018.

Urgently demanding attention are the aging/tired/inefficient facilities (LAC carpet; library tiles; library furniture; library quiet study room; library reference desk), outdated equipment (6-131; library computers are 6 years old), and outdated processes throughout the division. Making the quiet study room available and opening the south entrance will require some resources, but

both will address student needs. Although a new library resource center building is identified in the Educational & Facilities Master Plan, phase 1B, it will be 7-10 years before it's built if voters pass a bond this November. Therefore, maintaining safe, efficient, and legally compliant learning/working spaces is consistent with college mission and goals.

Also urgent are critical staffing needs to appropriately support growth and increase student success in Distance Learning (Educational & Facilities Master Plan), federal/state regulatory compliance, the new CVC-Online Education Initiative, the Course Exchange, and open education resources (student equity; new state law). These big initiatives require more staff than we currently have to carry out all the work. Additionally, the online college will have an impact on colleges, likely increasing workload.

Faculty, staff, and managers need ongoing professional development to strengthen research and assessment skills and to meet regulatory, accreditation, and state mandates for student achievement outcomes. The next three years are a rare, critically important window of opportunity to leverage convergent funding resources, however temporary, and apply them strategically for maximum impact on teaching and learning for all students. The detailed plans for these major activities reside in Unit PIEs.