

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

## PIE - Library & Learning Resources Manager

**2019-20**

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**Summary of Notable Achievements:** The LLR Division's achievements played a crucial role in the college's capacity to offer 95% of classes and attendant support services online. The division maintained its focus on student access and equity, student success, faculty and staff development, and collaborations across campus.

### ONLINE INSTRUCTION

- The Distance Learning supported faculty through unprecedented increases in new DL courses and transitioning to fully online classes. The team also addressed noncredit curriculum needs for DL Amendment Forms and review process.
- The Faculty Center for Learning Technology (FCLT) and Distance Learning team shouldered training and support for 1,000+ faculty members to transition their classes online: Temporary Remote Instruction, Fully Online by Mutual Agreement Readiness (FOMAR), SPOT.
- FCLT implemented new tools to support online instruction (e.g., Screencast-o-matic, Ally) and to enable some lab courses to be considered for online modality (e.g., Labster)
- THE LIBRARY expanded online offerings: Instruction and reference in synchronous and asynchronous modes and one-on-one research appointments. 24/7 live reference, follow-up, and searchable FAQs.
- LAC Department Offered 100% online classes in LLR; offered STDY 100 to Dual Enrollment program; offered fully online Student Achievement Workshops.
- ASAC staffed used RESPONDUS software to format faculty's test questions by request for efficient uploading into their Canvas course shells.

### ONLINE STUDENT SUPPORT

- TECHNOLOGY ACCESS: the Library team cataloged, accounted for, and distributed with other units 3,000+ devices to 700+ credit and noncredit students.
- ONLINE LIBRARY: migrated to a new library services platform and created additional online learning resources (e.g., student videos) and outreach activities to students.
- ONLINE TUTORING: fully online tutoring and embedded tutoring continued, including responsiveness to faculty request, e.g., Engineering, Physics, and Statistics.
- ONLINE ED TECH SUPPORT - the peer-support program called Canvasadors was created and launched just in time to meet student needs; ASAC Learning Lab is launching new web-based tech support services with the Canvasadors; the Mountie Student Hub is being redesigned and used to connect students to online services.

### STUDENT ACCESS AND EQUITY

- Textbook affordability: Library staff scanned textbooks on reserve, and library faculty support creation of Open Educational Resources (OER).
- Accessibility: FCLT-led effort to avail live captioning via Otter.ai, VITAC, and Microsoft Teams; FCLT implemented new software tools to support accessibility.
- Technology Access: Worked with IT, Student Services, and Non-Credit to checkout over 3000 laptops and hotspots to students to support remote instruction and learning.

### PROFESSIONAL DEVELOPMENT

- SPOT certification - 56 faculty completed it, a 40% increase from two years ago (2017-18).
- SPOT Re-certification - 96 out of 160 faculty members (or 60%) who are required to do it finished, leaving 40% of the cohort

needing to complete it by 12/31/2020.

-Canvas training: nearly 100% of faculty completed training for Temporary Remote Instruction (TRI) in Spring 2020. In the annual faculty survey 2019-20, of the 200 respondents, over 80% said FCLT workshops and services were "indispensable" or "very important."

-Reading instructional resources (a Guided Pathways project) were developed and shared by Reading faculty across disciplines to support student achievement in a post-AB 705 environment.

#### FACILITIES

-LLR division teams planned for a new library building through the Library FPP process (due in summer)

-Urgently needed improvements are placed on hold due to the pandemic and due to college direction to defer them if possible as funds will be taken out of Measure GO to pay for these, which means less funding for the eventual Building 6 renovation after the new library is built.

-The Library replaced 200 dilapidated student chairs with new ones, including new furniture in the Quiet Reading Room.

#### COLLABORATION BY ALL LLR UNITS WITH OTHER CAMPUS GROUPS

-Secured Otter.ai and VITAC to enable real-time captioning for synchronous live streamed activities including instruction. This result is due to collaboration across units: ACCESS Centers, DHH Services, FCLT, IT, Broadcast and Presentation Services.

-The Guided Pathways academic support centers coordination project pivoted quickly to offer all-online tutoring and to enable collecting positive attendance data. This work required close collaboration across units: tutoring centers, School of Continuing Education, and IT.

-The LAC Reading faculty collaborated with other instructional departments to embed Reading support across the curriculum (a Guided Pathways project): 8 videos for faculty, Podcast, and Reading resources made in Canvas for easy adoption by faculty.

**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:

#### Progress on College Goals by Theme

##### A. To Advance Academic Excellence and Student Achievement

Data continue to show LLR Division contributes to academic excellence within LLR and across the college through curriculum, instruction, and student support, especially now 100% in Distance Learning modality.

##### 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, including Student Equity demographics. Students taking DL classes have benefited from more online support services (online librarian; online research workshops; online tutoring). The overall success gap between F2F and online classes is 2%.

##### C. Secure Human, Technological, & Financial Resources

-LLR contributes to student completion, which helps the college earn FTES under SCFF.

-Continued participation in the Online Education Initiative has expanded the college's capacity to support teaching/learning with technology and to grow distance learning in quality and numbers. Our participation in the OEI brought an annual \$400,000 worth of resources to the college; our participation in the Improving Online CTE Pathways grant brought \$500,000 for one year.

-The Library applied for a grant to expand the Open Educational Resources program. The total amount is \$360,000 over two years, and award notifications will be made by September 2020.

##### D. To Foster an Atmosphere of Cooperation and Collaboration

-LLR collaborates with other units on solving problems and identifying technology solutions. Examples include the new library system, a campus-wide live captioning tools.

-LLR works effectively with other teams to support professional development: Flex Day Teaching with Technology Fair, SPOT, SPOT RE-Certification, and FOMAR; tutor training.

LLR faculty, staff, and managers actively contributes in Guided Pathways, Multiple Measures, Student Equity, and Online Education Initiative, the Promise Plus program, among many initiatives, to promote student access, equity, and success at the college in all modalities.

LLR faculty, staff, and managers joined colleagues from across the campus to promote services to students. Examples include the Mountie Student Hub, the Tutoring & Student Success Fair, Pop Up Library, Library interactive displays, Bridge Program, and STEP Counseling 1 with workshops, even during a pandemic.

**External and Internal Conditions Analysis:** COVID-19 conditions led the college to offer nearly 95% of classes online. To make this happen, LLR Division supported the transition, including curriculum, instruction, library resources, faculty development, and

student support services with some augmentation of one-time resources, but this timing revealed that the need for additional resources is acute and ongoing. The bleak state budget forecast could undercut our efforts as the college -- being 100% online -- relies heavily on LLR division.

Additional conditions that impacted LLR:

- The three-person FCLT team worked hundreds of hours in over-time in order to support faculty in transitioning their classes fully online. The two DL faculty coordinators also worked long hours to support the college with additional reassigned time and the help of Faculty Mentors.
- The minimum wage increase and the need to convert student assistants to short-term hourly ("essential workers") increased the cost of paying tutors.
- Offering all-online tutoring was a challenge to set up. An even greater challenge is that students did not find the services that they would have found by wandering into Building 6; therefore, student usage of ASAC saw a significant decline.
- Complying with the state and county's safety order necessitated a review of face-to-face only operations and services for online versions: e.g., Testing Center, front counter reception, Computer Learning Lab.
- Employees have had to learn new tools and figure out how to do their work and serve students in new ways.

Facilities

- The college decided to apply for state funding for the new library building in order to maximize Measure GO for a new science building.
- Improvements needed in Building 6 are on hold pending funding availability.

**Program Planning (Equity, Retention and Success):** LLR units/division focused on these planning themes:

Focusing on All-Online Instruction:

- A) Increased need for online library resources, including exploring a long-term e-reserves program. Implications include funding, staffing, and developing and communicating policies and procedures.
- B) Expanding instructional options, including developing contextualized instruction to support students with research and college reading; increasing STDY 100 offerings in Dual Enrollment; Student Achievement workshops to increase student success in online classes.
- C) Support development of hundreds of new DL courses.

Supporting Students with All-Online Instruction

- A) LIBRARY Services bridged equity gaps by cataloging, accounting for, and distributing over 3,000 laptops and hotspots to credit and noncredit students.
- B) Implemented digital course reserves to support students who need access to reserve collection textbooks during COVID-19.
- C) Learning Assistance and ASAC: expand Canvas modules with best practices for integrating academic support resources into course design; all-online tutoring; a one-stop online tech support for students.
- D) Robust marketing of library, academic support, and faculty development resources is planned.

Focusing on Faculty Development:

- A) FCLT and DL: Through accessibility course in Canvas and tools such as Ally and Cidi Labs, the team expands faculty capacity to create accessible content (videos, PDF). Through design tools and training programs that the team supports -- SPOT, SPOT Re-certification, and FOMAR.
- B) The Inspired Teaching Conference reached 60 faculty across disciplines and inspired a community of practice applying the Question Formulation Technique; podcasts featuring the Library, tutoring, and FCLT to connect these resources to teaching and learning.
- C) Some 30+ faculty members participated in the Equity and Culturally Responsive Teaching course commissioned just for Mt. SAC faculty (the Improving Online CTE Pathways grant); faculty and staff completed the equity certificate program led by Frank Harris and Luke Wood.

Pivoting and Org Review:

- A) All units reviewed how to transition in-person operations to online modality, including changes in workflows, staff assignments, training needs, and new ways of delivering services.
- B) All employees responded productively and industriously to the all-online work that requires energy and effort in new ways, which can be tiring (e.g., Zoom meetings, staring at the computer screen all day).

**Analysis of Division's Plans, Activities, Resources and Critical Decisions:** 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.