

Administrative Comprehensive Program Review: LLRC Division Office

Cover

Division

Library & Learning Resources

Department

Library & Learning Resources Division Office

Subject

- LLRDO Library and Learning Resources Division Office

Overview

Title LLRC Division Office

Year of Last Administrative Unit Review Fall 2022

Originator Kunkel, Robbie

Area Manager Kunkel, Robbie

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Ott, Heather

Department Overview

- **1. Please describe the functions of your department. Feel free to use a bulleted list for ease of reading.**

The LLRC Division Office manages the daily functioning of the library, tutoring center, open computer lab, and distance education instruction and compliance. This division also plans for and manages the growth in dual enrollment and adult education initiatives, which serves as part of the college's equity efforts.

- **2. Describe current department staffing including whether they are filled or vacant.**

Classified Full Time

Assigned to the Department

11

Actually Staffed

10

Classified Part Time Permanent

Assigned to the Department

0

Actually Staffed

0

Classified Part Time Hourly

Assigned to the Department

0

Actually Staffed

0

Administrators

Assigned to the Department

1

Actually Staffed

1

Other (please specify)

Faculty

Assigned to the Department

4

Actually Staffed

4

- **3. List department goals. For all follow-up Program Reviews, please provide an update on the department's progress on achieving its department goals set during the last program review cycle.**

a. LLRC:i) Open Computer Lab:

promote development of robust digital literacy and computer skills among students, faculty and staff, and the community;

support student learning and student success through computer help services;

assist students to ensure accessibility to digital environments;

provide print, copy, and scan services for students

ii) Tutoring Center:

provide tutoring resources to EVC students campus wide through a variety of modes, including on campus, online, and embedded tutoring;

assist students to gain more independence in their learning through tutoring;

provide EVC students with job opportunities to become student tutors to enhance their knowledge in subject area(s), improve communication skills, and gain experience in a leadership role

iii) Library:

(student facing) provide robust programming and academic support to faculty and students;

maintain the library as a welcoming place for students to read, learn, and search;

meet student demand for resources and materials related to research and essay assignments;

develop and maintain relationships within the CCLC and among local and regional libraries;

(internal goals) learn the new LSP system;

implement Credo Instruct in the library;

obtain new library furniture;

secure funding to account for annual cost increase of databases and textbooks

b. Dual Enrollment:

i) support the completion of 6 units of college credit by each high school student enrolled in ESUHSD and MetroED by HS graduation, focusing on development of CCAP pathways that meet the curricular and support needs of vulnerable group 2 and group 3 students (see *Figure 1* on next page);

ii) collaborate with HS districts to ensure that each HS student has a post-HS plan to transition to higher education, the military, and/or an identified career path for which the student has been trained;

iii) pursuant to SB-554, establish programming and wrap-around support in order to transition at least 30% of East Side Adult Education GED and HSD students into higher education by June 2023, with a long-term goal of 50% of ESAE GED/HSD students;

iv) provide dual enrollment opportunities to

c. Adult Education:

i) provide ESL, workforce development, college-preparation, and bridge-to-college noncredit courses and programs with wrap-around student supports in order to effectively transition students to higher education;

ii) respond to community demand for noncredit instruction for Older Adults, Parenting, and Adults with Disabilities; iii) forge and sustain close partnerships East Side Adult Education, MetroED/Silicon Valley Adult Education, and other adult education and community-benefit partners in order to establish and maintain innovative programming that effectively serves the community of east San Jose;

iv) plan and implement adult education transition-to-college FOCUS (Free Opportunity for College and Unlimited Success) collaborative program in order to establish wrap-around support for adult education students transitioning to EVC.

d. Distance Education: i) support faculty professional development in distance education to achieve higher levels of access and student success, including POCR re-certification training;

ii) continued development of OEI programs, which support increased access for students;

iii) maintain expertise in distance education matters, including legislative and technological changes.

e. Other Strategic Initiatives: as assigned

• **5. Please state any recent accomplishments for your department; making sure to connect each accomplishment to the College's mission and strategic goals.**

a. Development of partnerships with ESUHSD and MetroED for general education and CTE CCAP dual enrollment programming, serving 135 new students in the Fall 2021 semester, with projected enrollment of an additional 400 new students in the Spring 2022 semester, totaling 535 Group 2 students. Expected new CCAP enrollment by Spring 2023 is 800-1000 students, while retaining approximately 220 CCAP students who will be juniors and seniors

next year. Connection to the College's Mission: growth in CCAP dual enrollment occurs primarily with students in Group 2 (see *Figure 1* above), who are less likely to attend college than their Group 1 peers due to a number of factors including increased vulnerability attributable to family SES, ethnicity, culture & language barriers, and other obstacles. While Group 1 dual enrollment students tend to leave EVC upon graduation from high school, Group 2 students tend to remain at EVC to complete a degree or certificate. This relates to the college's mission because Group 2 students need equitable support, increased opportunity, and access to substantive efforts toward social justice made on their behalf. These students come from diverse backgrounds and can benefit from the various student benefit programs and clubs on the EVC campus.

b. Development of new noncredit curricular pathways: interdisciplinary Bridge-to-College program, Older Adults (Health & Kinesiology), a Parenting noncredit pathway, focusing on K-8 STEM support, called Superheroes of Science, and a Personal Finance/Workforce Preparation certificate. Connection to the College's Mission: the College exists in order to serve the needs of the local community, and many community members, who need or would prefer to participate in noncredit pathways. The majority of community members are from underserved groups who need additional supports in order to succeed academically. Noncredit pathways provide those supports, increasing access to higher education and supporting the educational journeys needed for employment in careers that pay family-supporting wages.

c. Development of Summer CCAP Dual Enrollment programming, focused on opportunities for group 2 students. Connection to the College's Mission: Summer dual enrollment academies provide an opportunity for Group 2 students to try-out college, increasing access, equity, and opportunity for underserved students.

d. College-wide response to SB-554: creation and approval of amended board policy regarding SB-554, and development of new adult education dual enrollment program with East Side Adult Education and MetroED for GED/High School Diploma students. Connection to the College's Mission: Adult education students are among the most vulnerable. The College's development of programming to serve those students currently in or exiting from GED/HSD/HiSET programs provides a concrete opportunity to transition to higher education, thus increasing access, equity, and opportunity for these underserved students.

e. Open Computer Lab Support for East Side Adult Education students: piloted in the spring 2021 semester in order to improve access through increased digital literacy of adult education students enrolled in various programs at ESAE. Connection to the College's Mission: Given the vulnerability of this population, creating ways to increase the digital literacy of these students is an important step in academic success. The partnership with ESAE is a multifaceted relationship in the making, designed to support their students in successful transition to college and career. These services increase access and academic preparation related to the College's mission.

f. Creation of Board Policies for 1) Distance Education and 2) Regular and Substantive Interaction. This relates to the College's requirements to meet federal and state legislation regarding online teaching and accessibility, as well as to meet/exceed accreditation standards. Connection to the College's Mission: online instruction increases access and opportunity for students who may be unable, otherwise, to pursue a college education.

g. Use of Pisces and Net-Tutor tutoring services, digital literacy services and Library Orientations online. This yielded interesting usage data and supported students' academic success.

h. EVC continues to approve online instructors and to prepare new faculty for roles in online classrooms, which supports access and equity for students.

Service Area (Department) Effectiveness

Service Area Outcomes

- **List the department Service Area Outcomes. (See the supplemental guide to SAOs for information on how to create a SAO; your department should have 2 to 3 SAOs and at least one must be process outcome).**

| Core Service/Activity | SAO | FALL 2021 | SPRING 2022 | FALL 2022 | SPRING 2023 |
|---------------------------|---|-----------|-------------|-----------|-------------|
| Noncredit/Adult Education | 1. Students involved in noncredit pathways will acquire confidence and the requisite knowledge and resources to smoothly transition to credit pathways and/or to employment. | | | | X |
| | 2. Students from local adult education centers will acquire confidence and the requisite knowledge and resources to successfully transition to college. | | | X | |
| | 3. Noncredit students will effectively utilize campus resources, such as the Tutoring Center, Food and Clothing Pantry, Friday Food Distribution, English Learning Lab, Job Fairs, and campus events, in order to receive full student support. | | X | | |
| | 4. Students in noncredit courses for older adults will be provided with lifelong learning opportunities that lead to increased community and quality of life. | | | | X |

| | | | | | |
|-----------------|--|---|---|--|--|
| Dual Enrollment | 5. Dual enrollment students will successfully complete at least 2 college courses in order to increase self-efficacy with regard to pursuing a certificate or degree in higher education. | | X | | |
| | 6. Dual enrollment students will have an identified plan post high-school graduation that includes attending higher education, work in a skilled occupation, and/or enlisting in the military in order to successfully transition to adult life. | | X | | |
| | 7. Dual enrollment partners will be supported in transitioning students to higher education in order to pursue an academic or career education pathway. | | X | | |
| Decision-making | 8. Department personnel will utilize self- and group-reflective processes for group decision making and individual action in order to ensure ongoing improvement and self-assessment of individual contributions to the stated goals, objectives, and action plans | X | | | |
| Emergent Ideas | Department personnel will have Ideas captured in meetings, discussed and revisited, incorporated in an experimental manner as needed to meet the programming goals and evaluated in an ongoing manner in order to ensure continual innovation and improvement. | X | | | |

- **What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

Budget Planning

Part E: Budget Planning

Technology and Equipment

Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.**

This division was not assigned as Senior Administrative Assistant and, with the growth of Dual Enrollment and Adult Education programming, as well as the complex work of the Distance Education Committee, I am requesting that this position be assigned to the division, in congruence with other division dean and dean leadership positions. I am also requesting that a fulltime counselor position that serves dual enrollment students be funded. High school students need a consistent person with whom to work on transitioning to EVC after HS graduation. The dual enrollment department is largely targeting CCAP dual enrollment, a type of dual enrollment specifically legislated for vulnerable high school students. These students need a consistent person and presence in order to effectively transition to higher education.

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SAO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. Staffing Request

Ongoing Budget Needs

One-Time Expenditure

3 years support in SWF or Perkins before being moved to Fund 10 and ongoing budget needs category

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

185000.000

Request linked to SAO #

5-7

Total Cost

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving Student success rates

Yes

Achievement of program set standard for student success

Yes

2. Staffing Request

Ongoing Budget Needs

Permanent position

One-Time Expenditure

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

100000.000

Request linked to SAO #

Total Cost

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving Student success rates

Yes

Achievement of program set standard for student success

Yes

3. **Equipment/Supplies**

Ongoing Budget Needs

The computers in the Open Computer Lab need to be updated. Additionally, the computers on the cart stored in the library also need to be upgraded.

One-Time Expenditure

CTSS

Request linked to SAO #

1-7

Total Cost

Strategic Initiatives (student centered, organizational transformation, community engagement)

No

Improving Student success rates

Yes

Achievement of program set standard for student success

No

Attach Files

Attached File

IEC Reviewers

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