

STUDENT SVCS COMPREHENSIVE CYCLE (2021-2022) (LLRC (Library Learning Resource Center)) Latest Version

Comprehensive Program Reviews for Student Services:

CalWORKs, Financial Aid, LLRC (Library Learning Resource Center), Student Activities, Veteran Resource Center

SSCT 1.0 Instructions

SSCT 1.0 Instructions

SSCT 2.0 Program Description

SSCT 2.0.1 Program Description : Version by **Gonzalez, Luis** on **11/04/2021 19:00**

2.1 DESCRIPTION

Please provide a brief description of your program. Identify your program's strengths. Explain how it supports the Oxnard College mission, vision, and guiding principles.

Circulation: Oxnard College Library Learning Resource Center (LLRC) is an academic library. The primary vision of the LLRC is to facilitate and enhance the pursuit of knowledge for the academic community of Oxnard College students. The Circulation Desk is the first point of contact for students and staff. It is often referred to as the "front desk" of the library. Below are some of the services offered through the Circulation Desk:

1. Check in/out books, laptops, and other resource items. 2. Mail out library items to faculty, staff, and students. 3. Assist students with printing, copying, and scanning. 4. Assist students in maneuvering through portals. 5. Help students with Canvas. 6. Help students with email. 7. Assist with Microsoft applications. 8. Help students with basic reference questions and looking up resources. 9. Answering calls/questions. 10. Shelf reading and shelving books and magazines. 11. Assign study rooms and study stations.

During the pandemic, classified library staff were working on site to provide our check out services to students who needed the required materials for their classes. Classified staff mailed out textbooks, laptops, and calculators to students who wished to stay home. Staff answered questions via email or phone calls regarding days/times of curbside checkout/ drop-off events.

Reference: Library Reference and Instruction seeks to teach students self-sufficiency with research skills, in college and thereafter as our part of "prepar[ing] students to enrich their communities and to succeed socioeconomically, professionally, and personally". The primary method is by traditional "guide on the side" service at the reference desk. During COVID-19, these services have been extended with email, chat service and Zoom.

In addition, librarians have long conducted classroom instruction (traditionally called "orientation") upon request from instructional faculty. The "sage on the stage" approach in classrooms has been largely supplanted by online methods, such as Zoom lectures and videos created for placement in Canvas course shells.

Learning Resource Center: The Learning Resource Center (LRC) is located on the 2nd floor of the Oxnard College Library. It consist of a combined partnership with the Writing, Reading, & Tutoring Center (WRTC) and the Science Technology Engineering Math (STEM) Center. Both collaborate to provide academic support for Oxnard College students on campus and online. The LRC has also coordinates with various other on campus programs such as EAC, EOPS, CalWorks, Upward Bound, and TRIO to provided accommodations and outreach to meet equity and accessibility needs.

Science Technology Engineering Math (STEM) Center: Although not directly managed or funded by the LRC, the STEM Center has partnered up with this department to assist in providing peer tutoring. The Illumineers (STEM student workers) provided peer tutorial support for STEM classes both on the LRC floor and embedded in courses. On top of the instructional supplementary support, there is also the Maker Space, which provides free materials for students to use for various science courses and exposure to new technology (such as 3d printers). In addition to the on campus resources for students, STEM also provides real world connections to various other professional development programs and work experience opportunities.

Writing, Reading, & Tutoring Center: The WRTC works to support Oxnard College students' success as they navigate their way through academic coursework. Our in-person, online, and embedded tutoring is designed with the students needs at the forefront working toward guiding them to become independent learners. The WRTC tutors provide support with writing and reading assignments across the curriculum in addition to content-specific guidance in ESL, Spanish, ASL, the social sciences, math, and science. During COVID-19, our services were moved online. Students were able to connect with a live tutor via Zoom through a link posted on the LLRC website. Throughout the pandemic, tutors continued to be embedded into English, Reading, ESL, and Spanish courses attending live Zoom class sessions and posting weekly tips through discussions in the courses' Canvas shells. Embedded tutors provided a bridge to the WRTC by connecting with the students in their courses. Peer and Provisional Tutor training workshops continued virtually twice a month offering tutors the opportunity to learn, collaborate, and share best practices of tutoring in the online environment to best meet the needs of our students during this difficult transition.

SSCT 2.0.2 Program Description : Version by **Hall, Steven** on **11/15/2021 16:59**

2.2 REVIEWER'S COMMENTS ON SECTION 2.1

No Value

SSCT 3.0 Equity

SSCT 3.0.1 Equity : Version by **Lacson, Ronillo** on **11/04/2021 19:46**

3.1 EQUITY GAPS

How does your program contribute to closing equity gaps among the students you serve? Please provide examples.

Circulation: Provides equitable access to library materials to all students, access to technology and textbooks is a critical component of student success. Low-income students may not have access to laptops, internet and/or textbooks. Provides access to multiple academic and student support services including but not limited to basic computer support, assisting in navigating student's portal, canvas, and email. These support services assist students in obtaining their career/educational goals.

Reference: when students arrive at OC, they frequently have no idea how to conduct research in paper or online sources beyond Googling and using Wikipedia. To be successful in academe, they must learn to conduct research in library materials as well as how to use critical thinking skills to evaluate results and apply them to research papers and speeches. The equity piece lies in developing a common footing of research/analysis skills for college and work life.

Writing, Reading, and Tutoring Center: For students who may be less prepared than others for the academic rigor of college, WRTC tutors offer scaffolding and model ways to build skills meeting students where they are and providing a pathway to success. Beyond assisting students with writing, reading and course content, the WRTC tutors also assist students with navigating through Canvas and other technologies when needed. The WRTC has also partnered with various programs across campus to provide weekly appointments and walk-in services with dedicated tutors for EOPS, CalWORKS, EAC, and Upward Bound students.

Tutor training sessions include readings and discussions of issues of equity in tutoring centers and best practices for working with second language learners, along with guest presenters on certain relevant topics on the subject.

SSCT 3.0.2 Equity

3.2 REVIEWER'S COMMENTS ON SECTION 3.1

No Value

SSCT 4.0 Guided Pathways

SSCT 4.0.1 Guided Pathways : Version by **Lacson, Ronillo** on **11/04/2021 19:46**

4.1 CLARIFY THE PATH (Create clear pathways to employment and further education.)

Circulation: not applicable.

Reference: not applicable.

Writing, Reading and Tutoring Center: not applicable.

4.2 ENTER THE PATH (Help students choose and enter their pathway.)

Circulation: not applicable.

Reference: not applicable.

Writing, Reading, and Tutoring Center: not applicable.

4.3 STAY ON THE PATH (Help students stay on their path to achieve a degree, certificate or transfer to a university.)

Circulation: Provide facility, equipment, and materials (textbooks, instructional technology) for students to achieve their degree/ certificate to transfer to a university.

Reference: by teaching research skills, LR&I helps students to finish writing and speech assignments, thus contributing to their academic success.

Writing, Reading, and Tutoring Center: Embedded peer tutors provide examples of success and model study skills, resilience, and shared experiences to motivate students to continue. They share the idea, "If I can do this, so can you." Additionally, struggling students that are identified by faculty or counselors through Starfish or faculty surveys conducted by EAC are connected with tutoring support. There is also similar collaboration with CalWorks and EOPS student support.

4.4 ENSURE LEARNING (Follow through with students to ensure improved student results.)

Circulation: not applicable.

Reference: librarians consult informally with students and instructors to be sure that research lessons have been learned and applied.

Writing, Reading, and Tutoring Center: At the end of a tutoring session, WRTC tutors provide students with their next steps. This sometimes includes one or more follow-up sessions to check in with the student on their progress. For some students who are interested, tutors may set up a weekly session to guide a student through a particularly difficult course. The WRTC tutors also provide study skills support on top of content and writing tutoring. They also assist students in navigating the complex online campus by providing student side assistance with items like Office 365 and Canvas.

SSCT 4.0.2 Guided Pathways : Version by **Hall, Steven** on **11/15/2021 17:06**

4.5 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.4

No Value

SSCT 5.0 Program Success, Part A: Service Unity Outcomes - SUO(s)

SSCT 5.0.1 Program Success, Part A: Service Unit Outcomes - SUO(s) : Version by **Lacson, Ronillo** on **11/04/2021 19:46**

5.1 PRIOR YEAR SUO(s)

What were your SUO(s) for the prior year?

Circulation: 1. Be able to identify LLRC resource needs. 2. Be able to choose appropriate LLRC resources that best meet a particular student/patron need. 3. Ensure appropriate staffing level to accommodate growth in enrollment. 4. Students will find the LLRC environment and facilities satisfactory in meeting their needs.

Reference: Current Student Learning Outcomes for Library Instruction

1. Students who receive library instruction will be assessed to determine their level of information competency.
 2. Students will learn to identify, navigate and use Library collections and services.

A survey card for reference desk services was developed in 2017-18. It was to be distributed to students during 2018-19 as a simple "how are we doing?" check on customer satisfaction. However, this was not done as planned. Then, COVID-19 intervened. No attempt was made during 2019-20 to conduct surveys of student satisfaction with Library Reference & Instruction services.

In the intervening time, student expectations have changed along with most services being delivered online. Future surveys/assessments of LR & I will need to be conducted by online means. An additional option is to create before/after assessments of librarian lectures, either in classrooms or Zoom. As noted, there are now fewer opportunities to conduct these in-person assessments.

Writing, Reading, and Tutoring Center:

Students utilizing this service will be provided with a "next step" by the end of each session to guide them toward completing their work and improving their skills.

SUO #1 -- The WRTC will ensure appropriate staffing and hours of operation based on data.

SUO #2 -- Peer and provisional tutors are trained in best practices of tutoring following CRLA Certification Standards.

SUO #3 -- Embedded tutors will serve as a liaison and foster stronger relationships and access to tutoring services.

SUO #4 -- Through the use of multiple modalities, students completing the WRTC study skills workshops will develop relationships within the WRTC community of learners as well as independent study skills and habits. (Due to COVID-19 restrictions, we were unable to offer workshops during the 2020-2021 academic year.)

5.2 EVALUATION

How did you evaluate success in meeting the SUO(s)?

(For all LLRC units) The LLRC staff developed a student survey to provide staff with data on services available to students within the library. This survey was developed for continuous quality improvement and to determine if we met our SUOs. The survey was an online Microsoft Form accessible to all students. The link to the form was sent college-wide in May of 2021. Unfortunately, only 12 students completed the survey. Attached are the initial results.

5.3 RESULTS

What were the results?

10/27/21, 10:01 AM

Library Learning Resources Center Survey (Edit) Microsoft Forms

Forms(<https://www.office.com/launch/forms?auth=2>)



Library Learning Resources Center Survey

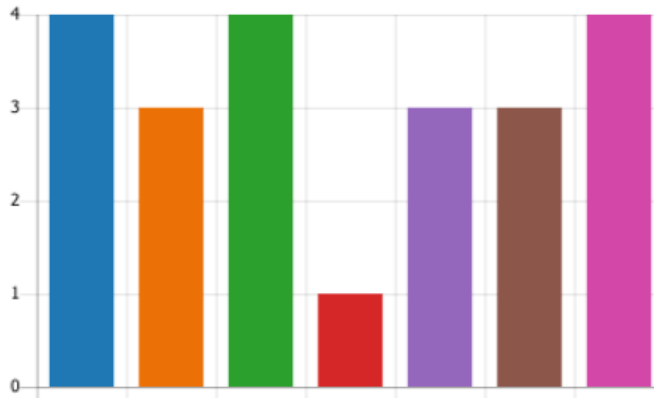
12
Responses

02:03
Average time to complete

Active
Status

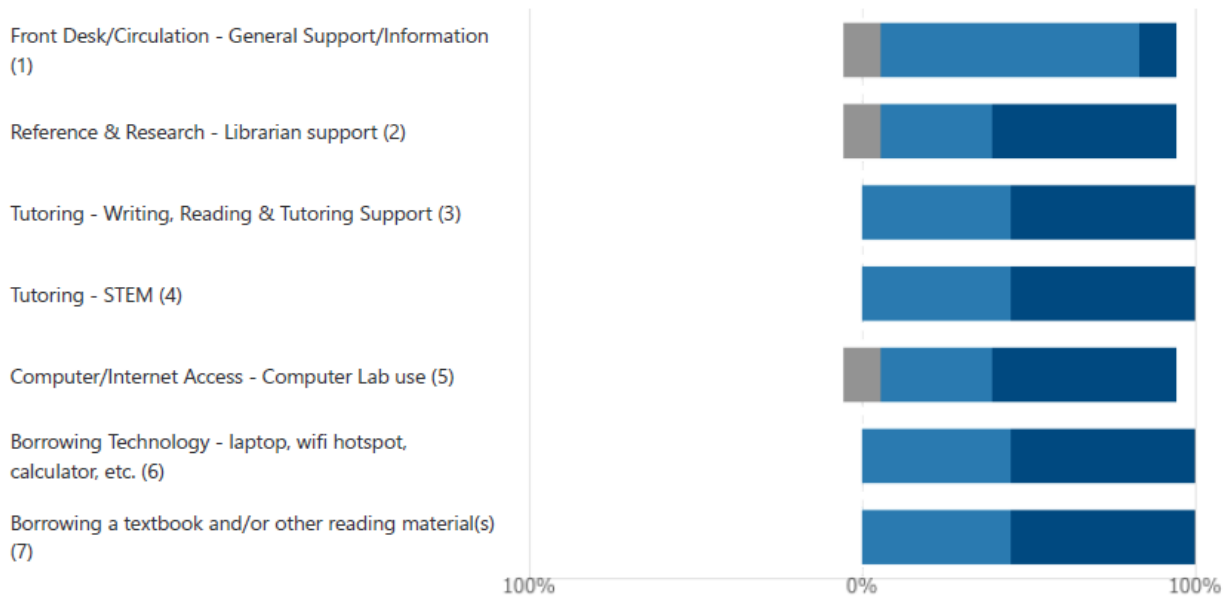
1. Which services did you visit the library (in-person or online) for?

- Front Desk/Circulation - Gener... 4
- Reference & Research - Librari... 3
- Tutoring - Writing, Reading & ... 4
- Tutoring - STEM (Science, Tech... 1
- Computer/Internet Access - C... 3
- Borrowing technology - lapto... 3
- Borrowing a textbook and/or ... 4



2. Please rate the quality of the services provided by the LLRC

■ Poor (1) ■ Adequate (2) ■ Good (3) ■ Excellent (4) ■ Never Used/NA (5)



3. Did you visit the library knowing what you needed or were looking for?

● Yes 9

● No 3



4. Were you able to find/access the resource(s)/information you needed?

● Yes 12

● No 0



5. Did you receive support from the circulation/front desk staff?

● Yes	10
● No	2



6. Did you receive support from the faculty librarian(s)?

● Yes	9
● No	3



7. Did you receive support from the tutoring staff?

● Yes	4
● No	8



8. At the end of your tutoring session, did the tutor review the next steps for the assignment?

● Yes	4
● No	0



9. During the tutoring session, did you learn about resources, strategies, guides, or goals that help with your classes?

● Yes 4
● No 0



10. Because of my tutoring session, I have adapted study and learning strategies that I will be able to use on my own.

● Yes 4
● No 0



11. Do you have an embedded tutor in any of your courses?

● Yes 2
● No 2



12. Has the embedded tutor provided you with their hours/schedule at the Writing, Reading & Tutoring Center (WRTC) and information about tutoring services at the WRTC in general?

● Yes 2
● No 0



13. When I arrived/checked in I was connected with a staff person within:

0-5 minutes	8
5-10 minutes	3
10-15 minutes	0
More than 15 minutes	1



5.4 CHALLENGES

What challenges did you encounter?

Circulation: while the pandemic impacted most departments to shift to remote services, the library circulation staff has been on the front lines to provide access to vital resources and create equity during the pandemic. From March 2020 through July 2020, Circulation held curbside events to provide students with access to laptops, textbooks, calculators and circulating books. Library staff continue online support via zoom for canvas, Microsoft suite and other computer related support.

Reference: the impact of COVID-19 on L R & I was that librarians, along with instructional and counseling faculty, were sequestered in home offices from March 2020-August 2021. Extensive use was made of new services, such as LibGuides (online research guides) and LibChat for responding to student/faculty inquiries. Librarian classroom visits were largely replaced by Zoom lecture/lab sessions. Also, videos were created in Course Studio for use in online Canvas class sections.

LRC: WRTC & STEM

In the Fall of 2019, the Tutoring Center was dissolved into the Learning Resource Center (LRC) which consisted of a joint partnership with the Science Technology Engineering and Math (STEM) Center and the restructured Writing Reading and Tutoring Center (WRTC). Spring 2020, the STEM Center relocated from Condor Hall into the Library. Both the WRTC and STEM Center underwent a massive relocation and reorganization. This was a challenge enough, but then in March of 2020, COVID came. The largest challenge was brought on by the COVID situation. As the LRC was moved off campus and into a complete virtual environment, it was temporarily unavailable to students for the first two weeks. During which time, proper Zoom accounts, website updates, and outreach was done through remote work. Once establish, all tutors had to be retrained on online pedagogical practices, fundamental computer assistances, and the use of various new software. All this had to be done remotely, so when staff had issues with their devices or internet connectivity, they would have to be guided through a phone call. The tutors quickly became a support system for students for both academic support as well as technical guidance. Available technology was the earliest issue with the LRC. Many students and provisional workers did not have adequate devices or reliable internet to use Zoom. Several went out of their way to purchase new or used devices. Eventually, several workers were provided devices for work from spare reserves from the Library (older left over laptops). Several workers relied on the free Spectrum internet provided at the beginning of the Stay at Home order. The COVID situation also created issues in staffing. Many Provisional and Student workers chose to leave the LRC. Some had alternative job offers with increased pay and hours, mostly working in grocery stores or medical facilities. Others chose to leave due to collection of benefits and unemployment, which might have been lost by continued employment. Many student workers were rendered ineligible for employment due to the loss of units. There were also several incidences of medical issues, either directly or indirectly related to COVID. Several student workers left both the LRC and school to focus on taking care of family. This created obstacles for both retention and recruitment of staff for the LLRC. Training and evaluation of tutors were also practically difficult. The online environment made observation of tutoring session difficult due to the disconnected nature of Zoom Breakout Rooms. New training and methodology had to be adjusted as the campus became more online. In other words, the staff had to reorganize for a very unfamiliar remote work system. The greatest hindrance to the LRC was the outreach to students. Not being directly link to student's Canvas shells, promotion of tutoring services was greatly impacted. Class visit, on campus flyers, and participation on campus events help create visibility and awareness of the LRC services. However, this was not fully available in a virtual campus environment reducing student awareness and physical visibility of the LRC services. On top of which, Net Tutor was often confused for LRC online Zoom tutoring. Net Tutor has a course button linked titled "Online Tutoring" while the LRC did not. This meant that students logging into their Canvas classes would see the "Online Tutoring" and would be directed to Net Tutor services. Many time, Net Tutor was confused for Oxnard's LRC Online tutoring to the point where students were asking Net Tutor employees how to register for classes or connect to other campus resources.

5.5 BEST OPTION

What worked best?

Circulation: During the Spring and Summer 2020 semesters Staff held curbside events during the pandemic. Semester Laptops, textbooks, and calculators were distributed to students that needed the technology so they could continue their schoolwork remotely. Staff followed COVID protocols during curbside events. Reserve textbooks were converted to 2-day checkout for students that needed the required materials to succeed in their classes. Library classified staff collaborated with other departments to distribute instructional materials to students and faculty. Beginning August 2020, the library was open to students, staff, and faculty, to continue crucial resources such as: library materials, computer/internet access and printing/copying services.

Reference: given the unprecedented COVID-19 circumstances, what worked best was to simply respond to student requests for assistance in coordination with classified staff, who were onsite beginning in Fall 2020. The pandemic has permanently changed operational and library instruction modalities toward an online-based service model. This was happening before COVID, but was greatly accelerated by it.

Writing, Reading and Tutoring Center: During the pandemic, we were able to pivot to an online format that provided OC students with continued access to our peer and provisional tutors in live Zoom sessions. Online tutor training workshops provided synchronously through Zoom, offered tutors the support they needed in a collaborative environment. Collaborations among the WRC Coordinator, the Tutorial Services Specialist, and peer and provisional tutors at tutor training sessions created an opportunity to share challenges and successes in the online environment that were useful during the pandemic and will guide us as we navigate what aspects of online tutoring may continue.

LRC: WRTC & STEM: As the campus transitions to a more in-person setting, the LRC plans to maintain or implement the following:

- Instructional Lab Tech – LRC (ILT): Two, potentially three, new ILT positions will be on the LRC floor to connect students more effectively with tutorial services. They will also assist in training of tutors and participate in the promotion and outreach efforts for all tutorial services.

- Remote Access: Students will still be able to connect to tutors on site via Zoom. This will create greater accessibility for students with mobility, transportation, and scheduling issues. In other words, the LRC can now meet the students instead of the students coming to the LRC.

5.6 FUTURE SUO(s)

Identify your SUO(s) for the next academic year. Describe how they align with the Educational Master Plan Goals and Objectives. (See Educational Master Plan Excerpts at the beginning of the initiative.)

Circulation: the existing SUOs (Service Unit Outcomes) will be maintained for the 2021-22 assessment.

Reference: the existing SUOs for L R & I will be maintained for 2021-22 assessment. Librarians will work with classified to find online methods for greater student participation.

Writing, Reading, and Tutoring Center: The existing SUOs for the WRTC will be maintained including #5 as we work to bring back study skills workshops. In addition, this semester Fall 2021, two Instructional Lab Technicians were approved to be hired to insure that tutors have the daily support needed during all hours of tutoring. At the end of Fall 2021, we will work to create an additional SUO to evaluate this area.

Our SUOs align with the EMP Goals and Objectives in the following ways. SUO #1 works toward enhancing student success by strengthening student outcomes. SUO #3 aligns with promoting the colleges reputation through continued professional development for peer and provisional tutors through trainings including attending conferences designed for writing and learning centers. Additionally, the Writing and Reading Center coordinator participates in professional development opportunities at least four times per year to gather information on best practices in tutoring in order to create relevant training workshops.

SSCT 5.0.2 Program Success, Part A: Service Unit Outcomes - SUO(s) : Version by Hall, Steven on 11/15/2021 17:13

5.7 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.6

No Value

SSCT 6.0 Program Success, Part B: Program Development

SSCT 6.1.1 Enrollment : Version by Lacson, Ronillo on 11/04/2021 19:46

AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased/Maintained/NA)
			N/A

SSCT 6.1.2 Retention : Version by Lacson, Ronillo on 11/04/2021 19:46

AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased/Maintained/NA)
			N/A

SSCT 6.1.3 Applications Processed : Version by Lacson, Ronillo on 11/04/2021 19:46

AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased/Maintained/NA)
			N/A

SSCT 6.1.4 Completed Applications : Version by Lacson, Ronillo on 11/04/2021 19:46

AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased/Maintained/NA)
			N/A

SSCT 6.1.5 Other Indicators : Version by Lacson, Ronillo on 11/04/2021 19:46

Data Element	AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased/Maintained/NA)
Reference Questions	665	620	177	Decreased/includes online and in person
Directional Questions	279	349	123	Decreased/includes online and in person
Library Instruction Class Sessions	95	105	8	Decreased/includes online and in person

Data Element	AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased/Maintained/)
Students Reached in LI Sessions	2549	2634	100 (est.)	Decreased/includes in-person & synchronous online sessions
Videos Created for Asynchronous Instruction	0	0	15	
Full-Text Articles Retrieved from Library Databases	106201	97363	62732	"FT articles" now includes e-book retrievals and views of video streaming services.
CIRCULATION				
DATA ELEMENT	AY 18-19	AY 19-20	AY 20-21	
Foot Traffic	n/a	n/a	3815	
Circulating Book checkouts	n/a	n/a	601	
Semester Lending Textbook checkouts	n/a	n/a	2376	
Technology checkouts(Laptops & Hot spots)	n/a	n/a	312	
Reserve item(s) checkouts (2-hr textbooks, 24-hr textbooks, adapters, chargers, anatomy models, study rooms and library use laptops)	n/a	n/a	3720	
Learning Resource Center (LRC) Student Visit for Tutoring	Combined Tutoring Center and Writing & Reading Center 2,904 visits	Combined Writing, Reading, and Tutoring Center (WRTC) and STEM Center 4,342 visits	Combined Writing, Reading, and Tutoring Center (WRTC) and STEM Center 1,870 visits	Decreased
Learning Resource Center (LRC) Student Time in Tutoring (Time is measured in minutes)	n/a	Combined Writing, Reading, and Tutoring Center (WRTC) and STEM Center 315,617 min.	Combined Writing, Reading, and Tutoring Center (WRTC) and STEM Center 123,192 min.	Decreased
Net Tutor Usage	n/a	n/a	2,292 visits	N/A
Net Tutor Time Used (measured in minutes)	n/a	n/a	61,511 min.	N/A

SSCT 6.2 Program Success, Part B: Program Development : Version by Lacson, Ronillo on 11/04/2021 19:46

6.2 TRENDS OR CHANGES

Identify, explain and analyze trends or changes affecting students or your program.

Reference: Many decisions about the future direction of LLR services have been deferred because of uncertainties surrounding the pandemic. As noted above, the trend line suggests that students will demand more subject content be delivered in online modalities, be that reserve textbooks, e-books in general and articles. Greater adoption of Open Educational Resources, if it occurs, will reduce checkouts of physical reserve textbooks over time. Demand will also likely increase for instructional equipment loans, such as laptops, hotspots and calculators. We are hoping to have a compact shelving system at Circulation that will greatly increase storage space.

In the realm of library instruction, professors now expect librarians to create user guides and instructional videos in lieu of classroom visits. This reflects students' continued preference for online rather than on ground class offerings. The LLRC, in its unique role with "one foot each" in academics and student services, will continue to evolve to meet these challenges.

LRC: In the indicated data, AY19-20 to AY20-21 demonstrates a decrease in visits. This is indicative of the transition into an online campus due to COVID. The decrease could imply a need for in-person tutoring interaction due to the difficult communicational barriers with remote tutoring. It could also indicate that student connection and outreach was more prevalent through a physical location. In comparison with the current AY20-21 Net Tutor data, the LRC has slightly less visits, but students tend to spend more time with the LRC in comparison to Net Tutor. This could be the use of Zoom (where audio and video is primarily utilized) when compared to Net Tutor's Pisces whiteboard interface (where text and image are mainly used). The LRC is also utilized as technical support by students, while Net Tutor, being an off campus commercial center would not be capable of such support. In other words, students can receive computer support, campus guidance, and interact with tutors familiar with the campus, but Net Tutor can only provide content support.

6.3 PROGRAM QUALITY IMPROVEMENT

What changes do you plan to make to strengthen your program in the coming year?

Circulation: provide more semester textbooks for various courses/subjects. In the process of having compact shelving installed to store additional library reserve textbooks, semester textbooks and technology (laptops, hotspots, calculators.)

Reference: increased internal marketing of Library Reference & Instruction, as well as online-based assessment of these services.

Learning Resource Center (LRC): In a combined effort with the Writing Reading and Tutoring Center (WRTC) and Science Technology Engineering Math (STEM) either has implemented or will be implementing the following:

- **Instructional Lab Tech (ILT):** As Oxnard moves to a more in-person campus, there has been implementation of ILT for the LRC. This should provide better data gathering, guidance to students in connecting with tutors, and enhance the general oversight and organization of the LRC. The ILTs will also be involved in tutor training sessions and other outreach efforts for the LRC.
- **Faculty:** There may also be an addition of more Faculty involvement in progress with the goal of collecting FTEs for the LRC attendance. They will be expected to be on site to provide additional content expertise during tutoring sessions, prepare and create materials for students to use, and participate in any LRC campus outreach programs and activities.
- **Workshops:** Additional workshops will be created on student centered needs. This includes, but is not limited to, computer note taking, time management of academic courses, navigating the online campus, etc. There is discussion of providing these workshops on an online platform for greater accessibility.

6.4 IMPORTANT COLLEGE AREAS

In what ways could other areas of the College be important to your program for increasing program success?

Circulation: increase funding for more semester checkout items and increase budget for additional student workers.

Reference: LR&I has historically depended on a good working relationship with teaching faculty, and this will continue. However, greater direct outreach to students is also needed.

Writing, Reading and Tutoring Center: The WRTC will continue to work with programs on campus such as EOPS, CalWORKS, EAC and Upward Bound to provide necessary interventions with tutoring. Additionally, the embedded tutoring program requires collaboration among the WRTC and faculty in several ways. The WRTC depends on the recommendations of faculty for the hiring of qualified peer tutors each semester and collaboration among embedded tutors, faculty, their students, and the Coordinator of the embedded tutor program is essential to its success.

Faculty who are willing to work with the Center and promote our services to their students provide a vital link to our students. Some of our connections to faculty were missed during the pandemic as they were not able to bring their students to the library and tutoring center in person. Additionally, our tutors were unable to connect with class visits during that time. As we transition back to more in-person tutoring, these practices and connections will be re-established.

SSCT 6.3 Reviewer's Comments on Sections 6.1 Thru 6.4 : Version by **Hall, Steven** on **11/15/2021 17:16**

6.5 REVIEWER'S COMMENTS ON SECTIONS 6.1 THRU 6.4

No Value

SSCT 7.0 Concluding Comments

SSCT 7.1 COMMENTS : Version by **Lacson, Ronillo** on **11/04/2021 19:47**

7.1 COMMENTS

Summarize and/or offer any other information or overview of your program including effective and/or high impact practices recently implemented, outstanding achievements, and anything else that shows the trajectory of your program.

Reference: No additional information.

Writing, Reading, and Tutoring Center: During the pandemic, awareness of student mental health was highlighted across the campus, and we found it to be an important issue for our Center. For several of our tutor training sessions last year, Counselor Chris Domasin generously offered his support as guest speaker. His sessions not only helped the tutors build an awareness of the mental health issues of the tutees, but he also worked with the tutors on ways to improve and check in on their own well-being. Our peer and provisional tutors greatly appreciated this support through a very difficult time. In addition, a collaborative project was created for tutors to share content, collaborate, and connect through a Canvas Tutor Shell. Working collaboratively and sharing ideas allowed for a lessening of the load on embedded tutors who were creating weekly content for their courses.

SSCT 7.2 REVIEWER'S COMMENTS ON SECTION 7.1 : Version by **Hall, Steven** on **11/15/2021 17:18**

7.2 REVIEWER'S COMMENTS ON SECTION 7.1

No Value

SSCT 8.0 Summary Reviewer's Comments for Comprehensive Report

SSCT 8.0 Summary Reviewer's Comments for Comprehensive Report : Version by **Hall, Steven** on **11/15/2021 17:20**

8.1 REVIEWER'S COMPREHENSIVE QUALITY AND THOROUGHNESS

Does the quality and thoroughness of the report provide sufficient detail with which to form an accurate assessment of the program's strengths and challenges? Please explain.

No Value

8.2 HIGHLIGHTS

What is the program doing exceptionally well?

No Value

8.3 RATING

Please rate the status and performance of this program: Exemplary, Good, Fair, Needs Improvement, Consider for Discontinuance and briefly explain your rationale.

No Value

SSCT 9.0 Resource Requests

SSCT 9.0 Resource Request (R1-20211005) : Version by **Gonzalez, Luis** on **11/04/2021 20:37**

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
Various	Textbooks	C	Instructional Supply	Necessary	P, PI, Reoccurring costs	MVP, EMP	Providing access to textbooks to borrow from the library either as 2 hour, 24 hour or semester long loans removes the financial barrier that students face at our college. This will directly impact access and student success.	No	T. Stough
Various	Hanging systems for art exhibits	A	Instructional Supply	Necessary	P, PI, One-time costs	MVP, EMP	Academic support	No	T. Stough
2	Instructional Lab Tech	G	Classified (Provisional)	Necessary	P, PI, Reoccurring costs	MVP	The ILT's provide direct tutor support, training and workshops. These ILT's will also serve as backup tutors when there is need. We are requesting provisional ILTs (Temporary) while we work on the possibility of collecting apportionment for supervised tutoring which will require hiring part-time faculty. Until then we are requesting this additional support and coverage for tutor supervision.		Ronillo Lacson

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
4	Reoccurring Costs: Student Workers	F	Student Worker(s)	Critical	P,PI, Reoccurring Costs	MVP, EMP	We currently only have two full-time Library Assistants that cover the front desk, reshelve books and handle students questions/concern on the floor. We need additional student workers to address the service needs of the library both at the front desk, the open floor and upstairs for all hours of operation which is typically 70 hours per week of coverage.	Yes	Juan Sanchez, Richard Padilla
2	Reoccurring Costs: Library Assistants	H	Classified	Critical	P, PI	MVP, EMP	Our two current, full-time Library Assistants are paid out of categorical funds; these two classified positions are critical to library services, academic support services within the LLRC and are often the first line of contact for community members and students in the evenings when most other offices are closed. We are requesting that these positions be paid for through general funds to acknowledge the need through more secure funding.	No	Luis A. Gonzalez

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
1	Art Display Wall (Covering unused lobby bookshelves)	A	Non-instructional Supply/Facilities	Nice to Have	PI	MVP,EMP	We are collaborating with the ART faculty to display student artwork more frequently in an accessible and visible space like the library. The hope is that if we work with M&O to cover up these bookshelves with thick plywood, we can hang art pieces on it and have Art exhibit events as grand openings that serves two purposes: displays OUR students art work for hundreds of library patrons and we get more foottraffic in the library for people to see the services/resources available within the library. This is a mutually beneficial opportunity for a low cost.	No	Luis A. Gonzalez

SSCT 10.0 Prior Resource Requests Contribution

SSCT 10.0 Prior Resource Request Contribution : Version by **Lacson, Ronillo** on **11/04/2021 19:47**

10.1 PRIOR RESOURCE REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives? If this section does not apply, please enter: *NOT APPLICABLE*.

Library Reference & Instruction: Not applicable

Writing, Reading, and Tutoring Center: NOT APPLICABLE.