ORGANIZATIONAL UNIT CHANGE FORM

DIRECTIONS: *Use this form when proposing a change to an existing organizational unit, center, institute, department, school, or college that is the result of a <u>significant</u> reorganization of existing units, consolidation, or change in mission.*

DATE OF REQUEST: February 28, 2018

Date of AAC Approval:
February 28, 2018

INSTITUTION: Western Nevada College

CURRENT UNIT NAME: Library and Media Services

Date of Board Approval:

PROPOSED UNIT CHANGE: Division of Learning and Innovation

EFFECTIVE DATE OF CHANGE: Upon approval

PART 1

A. Brief description of proposal

WNC proposes to reorganize several academic support units into a single organizational unit called the Division of Learning and Innovation. The Director of Learning and Innovation will report to the VPASA.

The following areas will be included under this new academic support division:

Libraries (Carson and Fallon)
Media Services
Academic Skills Centers (Carson and Fallon)
Distance Education & Faculty Support Services
Community Education

[Current unit organization is as follows:
Library & Media Services: unique division/department, director reports to VPASA.
Academic Skills Center (Carson): coordinator reports to Director of Liberal Arts.
Academic Skills Center (Fallon): coordinator reports to Director of Library and Media Services.
Distance Education & Faculty Support Services: coordinator reports to VPASA.
Community Education: coordinator reports to VPASA.]

B. Justification for proposed change in existing program or structure

The proposed reorganization will improve oversight and effectiveness of academic support units in two key ways:
1. Re-establish an appropriate management structure for areas that were fragmented through organizational adjustments made in response to budget reductions etc.;

2. Increase collaboration and communication between academic support areas in the interest of holistic support for students and faculty with an emphasis on supporting adjunct faculty.

Increasingly, higher education has moved toward locating tutoring and library services together for the purposes of providing holistic academic support outside the classroom. This allows for positive impacts in removing negative stigmas associated with each service, positive impacts in student success, and increased utilization of these services.

As the approach to teaching and learning has shifted to better meet changing workforce needs, WNC faculty have noted the need for centralizing professional support and development provided by the college. These services include support in implementing high-engagement strategies, sound pedagogical approaches, aligning assessments and learning outcomes, and navigating the online learning environment.

The next horizon is to combine these student and teaching support systems under a central division, allowing for increased communication, alignment of efforts, and greater operational efficiencies. Gaps between the student experience and faculty experience will be addressed, allowing for classroom design and academic support that is truly student-focused. Additionally, the unification of all learning support services under a division and physical location creates a center for innovation, collaboration, and learning and underscores the community college commitment to life-long learning for the entire community.

The incorporation of Community Education further aligns institutional resources by centralizing all learning support services and pathways to credit courses in a division that works closely with all academic divisions, students and the community. As a center that connects with students, faculty, and the community, the division can be aware of community needs and educational resources.

C. **Relationship to other programs or units within the institution and system**

This reorganization will provide increased organization and structure by better aligning similar areas, streamlining our personnel and resources, and addressing institutional silos. This will involve moving two departments from a direct reporting line to the Vice President of Academic and Student Affairs and one department from a direct reporting line to the Director of Liberal Arts. Further, the reorganization would unite Distance Education personnel under a single division, as some personnel currently report to the Vice President of Academic and Student Affairs while others report to Library and Media Services.

D. **Estimate of resources needed for proposed change (personnel, library holdings, facilities, equipment)**

These proposed changes do not require any additional personnel, rather the existing personnel can now be leveraged in a more efficient and effective manner. The existing facilities improvement initiative for the library will cover the environmental needs for these changes. Existing furniture and computers will move with existing personnel, and relocations will be conducted by division and facilities staff. As a result, the estimate for resources is minimal.

E. **Estimated annual financial impact of proposed change**
There is no negative fiscal impact to reorganize these departments as the reorganization will be a reporting line change and physical changes are incorporated in the existing library facilities improvement initiative. This reorganization will help with streamlining personnel and physical

resources, thereby allowing for greater efficiency and effectiveness and reducing duplication of effort and expenditure.

PART II

A. Description and mission of unit as proposed for change
Departments are realigned for greater collaboration, efficiency, and effectiveness and to leverage resources, opportunities, and pathways to support student success.

B. Statement of objectives
Align departments to increase collaboration, sharing of resources, and the removal of institutional silos
Provide an environment that fosters innovation and the attainment of 21st century skills
Provide greater opportunities to engage faculty across all academic divisions
Remove barriers and stigmas that inhibit student engagement, particularly among populations who are not traditionally college-going and college-completing

C. Plan for assessment of objectives
Track engagement points with the division related to the following areas:
Evidence of increased communication and collaboration across departments, including faculty
Student surveys assessing effectiveness of learning environment
Usage data regarding spaces and services
Evidence of decreases in duplicated efforts and expenditures

D. Contribution and relationship of proposed change to the following –

i. Institution mission
Western Nevada College's mission is to inspire success in our community through opportunitites that cultivate creativity, intellectual growth, and technological excellence in an environment that nurtures individual potential and respects differences. The reorganization will allow WNC to better support this mission by aligning departments and resources, increasing communication and collaboration, and creating a structure that removes stigmas and barriers. This will foster an environment of innovation, idea-sharing, and 21st century skill development.

ii. Campus strategic plan
Learning Support and Resources: This department focuses on connecting students with resources and support outside the classroom. The services traditionally found in libraries and tutoring centers are combined with enhanced learning environments to foster student collaboration and independent, innovative thinking. This department provides learning resources and support through avenues such as tutoring, workshops, and digital and print resources. Data collection on areas students commonly struggle with can be provided to the Instructional Innovation department to identify gaps and opportunities in teaching and learning.

Targeted, holistic support for learners should result in positive impacts on course completion rates, which in turn should reflect in higher graduation rates. Removing stigmas associated with these services and creating an environment flexible and welcoming enough to support students from diverse populations fosters positive connections and increased engagement between students and the college. Such an environment allows for active, collaborative learning and brings students and faculty together outside of the traditional classroom environment. Students who develop a positive relationship with their college and form positive associations with the campus are more likely to stay in their current classes and enroll in subsequent classes, thereby impacting course completion rates and fall to fall retention.

Instructional Innovation and Instructional & Audio-Visual Technology: Focused on promoting student success by providing targeted faculty support, promoting evidenced-based instructional strategies, and cultivating an innovative and collaborative learning environment. These departments provide support for faculty in areas such as Canvas, instructional design, assessment, instructional technology, and learning outcomes. Close collaboration with Learning Resources and Support will identify gaps in the teaching and learning process to align student support in and outside the classroom.

Integration with Learning Support and Resources allows these efforts to support the achievement of Core 1 and Core 2 key performance indicators in the college's strategic plan. In addition, close interaction between these departments to align targeted efforts can result in increases in demonstrated student learning of WNC SLOs and an increase in the number of gateway course completers. An increase in Canvas and instructional design support provided to faculty could result in an increase in course offerings available online as faculty become more comfortable teaching in this environment. This in turn could lead to increases in the number of certificates and degrees offered completely online.

Community Education: Focused on providing continuing education opportunities for members of the community that lead to the achievement of personal enrichment and college readiness goals. Impacts on student success and retention through targeted "bridges" and "boot camps" providing focused instruction in areas where students commonly struggle. Impacts on enrollment through the development of pathways and assessment-based linkages between Community Education and for-credit coursework.

Targeted boot camps that set students up for success in subsequent credit courses can positively impact success rates in gateway courses, fall to fall retention, and transfer/graduation rates. Alternative pathways to credit courses can reach demographic groups who traditionally do not engage in the college experience and provide additional opportunities for the community to engage in non-credit educational opportunities.

iii. **College strategic plan**
The alignment of these departments, and the integration of distance education services and technologies, allows for increased focus, communication, and delivery of divisional services across the college's service area.

iv. **Other programs in the institution**
A central division housing these services creates a hub for the college where academic best practices, methodologies, and knowledge can be collected and shared. Institutionalizing this connection point can streamline collaboration and communication across the college's academic divisions and ensure best practices are recognized, documented, and replicated.

v. **Other related programs in the System**
None

E. **Evaluation of need for the proposed change**
The current structure creates gaps, barriers, and inneficiences in reporting, and impedes communication and support. This results in inefficiencies and duplication of effort and resources. Conversations were conducted with impacted personnel to identify challenges, barriers, and missed opportunities as a result of the current structure. The new structure was developed to address these concerns.

F. Procedures used to arrive at the decision to make the proposed change
PRE-ME INFORMATION. Discussions continued after the onboarding of a new Director for Library and Learning Resources. Discussions engaged Academic Skills Centers and Library and Media Services personnel to further identify gaps and barriers in the effective delivery of services. Following these conversations, further discussions were held with faculty, academic directors, the VPASA, all direct reports to the VPASA, Institutional Research personnel, Distance Education personnel and Community Education personnel to gather additional feedback on needs, gaps, and barriers. Conversations with students, Student Services personnel, and employees across the college were conducted to gather additional feedback.

An analysis of this feedback was used to develop an initial proposal. This proposal was then reviewed by the President, VPASA, Human Resources personnel, Business Office personnel, and all directly impacted personnel. Following this, the proposal was reviewed by all academic directors, all VPASA direct reports, and Institutional Research personnel. Feedback was provided and adjustments were made, including the request to incorporate Adult Literacy and Language into the new division structure. Following these adjustments, the proposed divisional structure was presented to the Administrative and Academic Faculty Senates, Classified Council, Associated Students of Western Nevada, and College Council.

G. Capability within the following areas to make the proposed change –

i. Faculty strengths
This reorganization provides additional support for faculty across all academic divisions and in all teaching locations and modalities. Faculty support is centralized and additional support, information, and opportunities for collaboration are created. This hub for collecting, sharing analyzing, and celebrating faculty achievement in integrating high-engagement strategies, data-informed decision making, and innovative teaching approaches is provided to faculty across all academic divisions, including adjunct faculty and faculty who teach non-credit courses. Additional insight into the student experience and opportunities for holistic student support are provided through divisional connection and collaboration with library and tutoring services personnel.

ii. Organizational arrangements that must be made within the institution to accommodate the unit
Physical moves will be accommodated through the existing library facilities initiative.

H. Resource Analysis – proposed source of funds necessary for the proposed change (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)
There will be minimal expense as moves will be accommodated through the existing library facilities initiative.

I. Estimated budgetary and financial ramifications that may result from the proposed change
There is no negative fiscal impact to reorganize the academic departments as the reorganization will be a reporting line change and physical adjustments are incorporated in the existing library facilities initiative. In fact, the reorganization will address duplication of effort and resources and improve efficiencies.

J. Impact of proposed change on institution's existing resources
There is no negative fiscal impact on the institution's existing resources.

Please attach any supporting documentation (i.e. support letters from community, industry).