

LRC Division - Dean's Summary

Name of Dean/Administrator	Dean's/Administrator's Comments	Reviewed by Division Dean
Gregory Anderson	<p>Each of the areas within the Learning Resources Division has been undergoing significant change over the past year, all within our mission of providing students and faculty with academic support, information resources, and technology in engaging and supportive learning environments that promote academic and lifelong success. In the past year, positive developments include increased collaboration on innovative interventions, adoption of new technologies to create efficiencies and reach more students, improved training and supervision of student employees, and increased commitment to campus-wide initiatives. Challenges to sustained growth and our division's ability to meet demand for services include staffing deficits, space limitations, and inadequate equipment and technology. Despite the upheaval caused by staffing reductions and the instability of much of the funding for the library and the SSC, the three areas are making excellent progress in improving efficiency, meeting student learning outcomes and program learning outcomes, and serving the college's instructional support needs more effectively.</p> <p>Student Success Center The reorganized Student Success Center has reached a stage of maturity that allows it to grow in collaborative efforts with more departments and areas, including deeper cooperation with basic skills faculty from all four basic skills departments as well as projects with the Distance Learning Center to harness technology. At the same time, the SSC has experienced significant cuts to staffing, with positions being eliminated and services to students constrained. Innovative programs are being improved and creative interventions are being tested. Staff are striving to create new opportunities for more students through increasingly efficient use of grant money, DASB funds, B-Budget, Basic Skills Initiative funds, and other sources of funding. The staff and faculty leaders, each of whom manages functions and operations of complex programs and coordinates multiple student employees and the work that they do, are all committed to increasing the cultural competence of all who work in the SSC. More student employees from targeted populations are being hired, coached, mentored, evaluated, and retained, and the huge emphasis in equity and diversity training is paying off. Cooperation and collaboration with clubs, departments, programs, and faculty leaders has improved the success of outreach, as staff are committed to bucking the tendency of the most privileged among our students accessing resources at higher rates. Service to targeted populations and service to students at the Basic Skills level have both increased. All data gathered and shown in the APRU suggests high satisfaction and positive impact of the services offered by the Student Success Centers. The leadership of the SSC realizes how tight resources are, but the APRU does include detailed documentation of the urgent need for increased staffing and larger facilities.</p> <p>Distance Learning With a very small staff but with energetic leadership and dedicated support, the Distance Learning Center remains completely dedicated to serving students and faculty across the college. This department is anomalous to other programs in that decisions around enrollment in distance learning are made by disciplines and divisions. Similarly, all FTES enrollment is counted in each division's totals. With these two premises in mind, it is easy to see how enrollment and usage in distance learning can fluctuate. In the period covered by this year's APRU, enrollment dropped slightly (5%), though the number of sections was up 11%, and productivity increased by 3%. Success rates have increased by 6%, and the achievement gap between online courses and traditional face-to-face courses has also decreased significantly. The Distance Learning Center continues to serve more students from targeted populations, increasing from 30.6% to over 32%, higher than the College-wide average. Staff continue to seek ways to support effective technology enhanced instruction, encourage engagement of students in their online learning experiences, and plan for increased access to student services for online students. Staff leaders recognize their role in helping faculty close equity gaps, and are developing professional development opportunities, attending events on their own, encouraging and supporting other departments' faculty in their own professional development, and soliciting input and guidance about distance learning from faculty advisers. Notable and new areas of active collaboration include cooperation with the wider Learning</p>	Yes

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Gregory Anderson	<p>Resources Division and the Technology Resources Group as the new building was designed, furnished, built, and finally occupied. The DLC also cooperated with the TRG in upgrading technical systems in ways to manage and sustain growth in usage and demand of Catalyst and other resources. Cooperation with the Student Success Center and other groups in enabling academic support through technology is another important growth area. Finally, areas of need for the DLC to fully realize its potential in serving the college include meeting staffing needs outlined in the APRU, engaging the College community in discussions around the role of technology in teaching and learning, and more capacity for training, coaching, and mentoring.</p> <p>Library</p> <p>The Library is succeeding in closing equity gaps and increasing accessibility to students from across the college. On top of these normal operations, and in addition to increased outreach, the Library has been immersed in an increasingly intensive project of migrating to an entirely new and vastly improved services platform (ILS--for details see APRU). The enormity of this task is stretching our staff thinner than ever before. Thus, the library's faculty members and classified are serving the core mission of a college library while at the same time dedicating huge amounts of energy to a massive project--similar in scale to the shift to Banner for the College. Data in the APRU shows hundreds of thousands of students using the library, tens of thousands of students using computing facilities, hundreds of students receiving fully customized orientations, and many, many more students accessing course materials that would otherwise remain out of their reach. Enrollment in the online LIB classes continues to grow significantly, despite the College-wide drop in enrollment. Service to the college's faculty from every division is increasing, as detailed in the APRU. Faculty leaders take very seriously the equity gaps and are seeking ways to close the gaps. While realizing the severe budget crisis across the College, the Library still emphasizes the need for a new faculty member in Information Literacy, and the urgent need for technological resources including a PC reservation system.</p> <p>Bottom Line</p> <p>The division's three areas provide essential services to every department on campus, helping the College improve students' success and close equity gaps. The impact of further staffing cuts simultaneous with increased need and growth has created a tenuous balance between energy and exhaustion. While efforts at collaboration are paying off in terms of support for students, and even though these efforts often increase efficiency, demand also continues to grow. Still, despite all the challenges, innovation and creativity remain hallmarks of our work, as we seek to provide the highest level of service and support to students and faculty from across the college. Each APRU below demonstrates through data and analysis the thoughtful work that our leaders do as they seek to improve our work for the college. With increased and more stable revenue streams, better facilities, modern equipment, and complete staffing, it is clear that the division could help transform the work of De Anza College.</p>	Yes
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