

Response to IPBT Questions on Learning Resources APRUs June 13. 2013

1. How much “B” budget has remained at the close of the fiscal year over the last three years?

Student Success Center

09-10: (\$4,180.46)

10-11: (\$18,348.99)

11-12: \$135.59

B-Budget alone is insufficient to cover the cost of student tutor salaries. In fact, over the past two years the SSC B-budget (*even including* Augmentation) comprised only about one-third of our total funding. DASB and grant funding make up the rest.

Distance Learning Center

09-10: \$(9,909.32)

10-11: \$26,246.81

11-12: \$5,090.93

Funds previously allocated to server costs have been freed up to facilitate other projects including professional development and supporting faculty in their innovative interventions.

Library

2009-10: \$(940)

2010-11: \$27,717

2011-12: \$10,989

The library budget has been managed with the knowledge that the college was facing a budget crisis. Print magazine subscriptions and reference spending was substantially cut. Lottery Account funds were used to pay for database subscriptions that had in previous years come out of the “B” budget. Student employee expense was at a historic low in 2010-11. The library will have to increase spending on the print reference collection in the next few years to build it back up.

2. What is the estimated financial need for printing and are there plans to reduce these costs?

The division has made and will make great progress in employing technology and reducing duplication costs.

3. Briefly address the trends in equity gap over the past few years.

Student Success Center

For LRNA and SKIL, success rates for targeted students increased from 63% to 68%, and the achievement gap narrowed from 21% to 14%. Success rates for Latino and Filipino students both increased 7%. For non-WSCH generating services, including tutoring and workshops, the SSC continues to increase quality and scope of services for students from target groups, especially those in basic skills courses. In the Writing and Reading Center, for example, 75% of Fall 2011 tutoring hours were for developmental level courses, up from 68% the previous year. We work hard to recruit, hire, mentor and train student tutors from targeted populations, and see ourselves as leaders in equity training and involvement for all our student employees and staff.

Distance Learning Center (DL courses)

The gap increased in 2010-11 when De Anza’s first fully online programs CAOS, CDI and ES started their massive offerings. Enrollment during that year grew 35%. The gap decreased in 2011-12 when CAOS offerings were reduced and other programs gained experience and improved.

Library

Success of the targeted ethnic groups increased by 11% from 45% in 2010-11 to 56% in 2011-12. The achievement gap is still too large, but decreased from 22% in 2010-11 to 13% in 2011-12. Usage rates of the library by targeted student populations as measured by library checkouts of books, videos, and computers is higher than the percentage of each population of the general student body.

4. How does your division/department/program address the needs of Basic Skills students and support their retention and success? What level of collaboration does your division/department/program maintain with the Learning Resources Division and programs such as the Academic Skills Center or Math and Science Tutorial Center?

Students with basic skills needs are a major focus of the work of the division, and faculty and staff provide leadership on campus-wide efforts that seek to close achievement gaps. The LR Division supports all instructional departments and helps students succeed across the college. Relations across campus are improving and collaborative efforts increasing, especially in the areas of instructional technology, information literacy, and academic support, but to be effective, this collaboration requires funding, staff time, training, and infrastructure.

5. Material Fees:

Library

Students printed over 450,000 pages in the library's computer labs in 2011-12. This number represents 88 percent of all student printing in GoPrint managed labs. The impact will be significant for library computer labs. A new campus wide ID and student printing system will also be rolled out for the 2013-14 academic year, possibly presenting additional challenges. Increased printing in library operated labs due to the elimination of material fees and showing students how to use the new printing system will surely produce increased demands on staff.

Distance Learning Center:

The growth in using Catalyst as a solution for hosting materials online will call for more Catalyst hardware and staff support.

Student Success Center

We have used materials fees to copy tutor training, workshop packets, and promotional handouts such as workshop or group tutoring schedules for students and tutors. Future solutions for workshop packets are to copy only the cover sheet (for verification/signature), and provide the URL of a web page containing links to pdfs of workshop materials. Portable and built-in projection systems will allow workshop presenters to display materials during workshops. Tutor training material can be accessed online through Catalyst and projected in class. B-budget will be used for occasional limited printing when necessary. In general, the SSC has implemented paper-free changes to promote low waste and environmental friendly alternatives to support De Anza's commitment to sustainability.

Question Set: Learning Resources

Library:

- 1. With the staffing deficits that have been encountered, the high usage of the library and its resources (this most likely would increase further with SSTF recommendations), and the current migration project; are the current staff stretched too thin?**

Library staffing is barely adequate for the current service levels. Expanded service hours or the development of a more robust information literacy program would demand additional resources or department reorganization.

- 2. There was not a request for a new staff member in the library's APRU, so what would the plan be if you see a higher spike of student demand?**

Please refer to question #1

- 3. Would offering in-person LIB courses help decrease the achievement gap?**

These courses are currently a very small piece of the library work. However, we do hope to expand, if we have more staffing resources. Given current staffing levels, we need to deploy Librarians to work with faculty primarily nad their classes of students, rather than directly in individual student sessions or academic-term classes. In the future, offering more in person LIB courses would help decrease the achievement gap as LIB instructors could more efficiently intervene to help challenged students. An alternative would be for library faculty to develop online tutorials and other materials for both instructors and students in support of the further development information literacy skills.

Distance Learning:

- 1. What do you attribute the increase in targeted success rates?**

from APRU -- Enrollment growth slowed down, CAOS was eliminated, and newly developed programs have gained expertise through experience. There is wider awareness of online student success rate gaps, which prompted divisions, departments and faculty starting to improve. We continue to provide professional development opportunities, work through DL committee and provide student support to address this.

- 2. What do you attribute to the large equity gap?**

The gap has decreased and we are committed to decrease more. Online instructors need more training in online pedagogy. Online students need equivalent support services. College needs policy standards, quality control, and accountability with high engagement from all areas including instruction and services.

- 3. What exactly would be the difference in the staff positions, in terms of what would actually get done? (Instructional Technologist Associate? On-line Instructional Associate?)**

The growth positions will include one online technology staff member and one faculty. Online enrollment has been growing without increase in staff. DLC can barely keep up with demand and growth in fully online, not to mention the explosive growth in hybrids or tech-enhanced. The growth positions will allow the college to meet the needs for broader, more thoughtful and effective support for technology-enhanced teaching and learning.

Student Success Center:

- 1. Could any of the current staff positions be altered to accommodate the electronic student support needs mentioned?**

The SSC has already lost several classified positions. The remaining staff is stretched very thin, and that challenge will be greater as programs move back to the ATC and struggle to provide coverage for all areas. The Technology Enhanced learning work is new, in response to Accreditation and Student Success Task Force and equity efforts to reduce the achievement gap between targeted groups, especially in fully online classes.