

Learning Resources Division  
Dean's Summary  
April 2016

The Learning Resources division mission is to *provide students and faculty with academic support, information resources and technology in engaging and supportive learning environments that promote academic and lifelong success.*

Each area (Student Success Center, Library, and Online Education) produced a Program Review that utilizes both the provided data sheets and internal data. Staff and faculty have carefully articulated the daily activities and projects in relation to the data, area outcomes and opportunities for continuous improvement.

### **Significant Projects and Activities for 2014-15**

*Engagement in Equity Work.* The LR division has a very active and well-trained Equity Core Team members representing each area. This team has committed to regular ongoing planning and has proactively engaged the division in a variety of formats including presentations, equity walks, reports, and action items. Our Equity Core Team identified four critical issues: awareness of services, basic skills, financial limitations and inclusion. These issues crosscut all the service areas and each has addressed at least one area in depth.

*Library Closure and Remodel for AY 2014-2015.* The main library building was closed at the end of summer 2014 in order to transition to swing space in Learning Center West (LCW) for AY 2014-15. While the main building is now open and in full use, the numbers of student using the physical library decreased in 2014-15 as would be expected with a smaller footprint. With the opening of the library in Winter 2016, we have already seen increases in use by students, faculty and staff with many reports of satisfied patrons who are pleased with the remodeled space.

*Information Literacy Collaboration.* Library faculty have been engaged in a campus-wide information literacy initiative stretching back to 2009 to include information literacy as one our campus' Institutional Core Competencies. In 2014-15, the Library and Speech Department continued their collaborative work to ensure that all De Anza graduates will learn information literacy skills in either Speech 1 or Speech 10, a graduation requirement. This change officially goes into effect Fall 2016 with the renaming of Area A of the GE Pattern to Communication, Expression, Critical Thinking and *Information Literacy.*

*Online Education Changes.* The demonstrable increase in online course enrollments as well as steady gains in success rates is documented in the Program Review data sheet. In late Winter 2014, we began collating common practices, standards and procedures in online learning through research and dialogue among staff and the online advisory group. Since then, several processes have been automated to the benefit of faculty and students, the quality course checklist was developed, the name was changed to better reflect the environment and we've restructured internal procedures related to services.

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### Summary of Funding Requests for Division Areas

Budget reductions from years past still play a role in our operations today. Faculty and staff have negotiated constraints and limitations with agility and determination. All three areas in the Learning Resource division report increases in utilization. For Online Education and the Library, this equates to higher enrollment and use of services and for the Student Success Center, this means more students are engaging in the various tutoring services offered. With the increase in salary for student employees and the restrictions in place, we've faced significant budgetary challenges where the allocation from past years simply no longer adequate. As noted in past Program Reviews, many positions were cut, unfilled, or part of a reorganization effort over the years. It is in this context that the LR division has a compelling argument for thoughtful rebuilding through the funding requests noted in the program reviews.

Of greatest funding priority are two positions: a full-time Librarian (faculty) and a full-time Instructional Support Technician (IST).

A faculty retirement in Spring 2014, left us with four full-time Librarians. While we have backfilled with part-time Librarians to cover reference shifts, the need for a **full-time faculty Librarian** is essential: the staff and faculty in the library make sure the basic functions of the library, such as collection development, instruction, reference and circulation, are met, however, the opportunities for campus visibility and collaboration, continued work to meet the information literacy core competency, and internal initiatives like the curation of Special Collections, are extremely limited. Library faculty also facilitate orientations to library resources for courses across many divisions: in 2014-15, 91 orientations were custom built and delivered to meet the specific need of the class. It is clear, also from a review of staffing levels at regional community college libraries, our own library is significantly understaffed when it comes to Librarians.

With regard to the **full-time Instructional Support Technician classified position** in the Student Success Center, the continued popularity and utilization of tutoring by students translates to a direct need for additional staff. The SSC lost one IST position in the 12-13 budget cuts. Programs remain severely understaffed, particularly in math/science, where more than 60% of total SSC tutoring hours occur. An additional IST would allow for workshops, scale up current successful support efforts to increase success rates for basic skills math classes and increase outreach.

Staffing, facilities and equipment requests, and overall budget requests as noted in Program Reviews will assist the LR division and the campus in making a direct and positive impact on student engagement which leads to student retention, and enrollment growth.

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**Overall Comments**

Unlike other instructional divisions, Learning Resources is a mix of services and courses and the majority of the employees are classified staff. The division also employs the highest number of student employees in the district.

The areas that make up the Learning Resource Division are integral to student success and engagement at De Anza: staff and faculty in the division interweave with other instructional divisions and collaborate with student services in ongoing and intentional ways. We have leveraged our limited resources, created avenues for collaboration, and have provided solid service to the campus community even with limited staff and reduced budgets. We will continue to look for ways to work with faculty, staff, departments and divisions, focusing more sharply on interdependencies and effective, and innovative practices.