

Learning Resources Deans Summary Spring 2017 Program Review

The Learning Resources Division continues to support student success through engagement, direct support, instruction, and innovation. Significant efforts like the completion and utilization of information literacy videos in collaboration with the Speech department, the ACCJC approval of the Substantive Change Proposal for Online Education and the all-tutor equity training, only add to the ongoing intentional work of the areas highlighted below.

Student Success Center

Success rates in LRNA are very high (98%-100%) because new tutors are selected carefully and receive a great deal of support from supervisors and senior tutor mentors. Based on data inquiry on tutor training (LRNA) courses there is an increase in tutors from disproportionately impacted (DI) groups. In 13-14, 7.4% of tutors were from targeted groups; in 14-15, 8.1% were from targeted groups; and in 15-16, 11% of tutors were from DI groups, which might be higher since 9% identified themselves as having two or more ethnicities.

Success rates in SKIL decreased slightly but remain high (91% in 14-15, 86% in 15-16) due to the supportive nature of the program. More impressive is the impact that SKIL classes have on success rates in the courses they support. Comparing Fall 2016 grades of those in the supported courses who did and did not enroll in Adjunct Skills, students who took adjunct have grades higher by 0.37, 10 points higher success rate and 4 points higher retention rate in the target course compared to those who do not take Adjunct Skills.

Data indicates that our non-WSCH generating programs (tutoring and workshops in both the Writing Resource Center and the Math, Science & Technology Resource Center), positively impact success rates of students in the courses served. As an example, research comparing tutored to non-tutored students in EWRT/READ/LART 200 and 211 show that those who use the WRC succeed at rate of 93% versus 85% for those who do not visit the WRC; ESL 200-level courses show that students who use the LSC succeed at rate of 91% versus 85% for those who do not visit the LSC.

Success rates across nearly all courses are also positively impacted when faculty take an active role in promoting and directing tutoring. For example, in Byron Lilly's Business 10 course, success rates increased from 65% to 71% with the addition of tutoring.

Online Education Center

Online course enrollment has increased across all markers (unduplicated headcount, enrollment, sections, WSCH, FTES, FTEF). In particular, enrollment has increased by 22.7% over the past 4 years, with a 9% increase from 2014-15 to 2015-16. This is likely due to increased and diversified options for online courses across many divisions as shown by the 8.3% increase in the number of sections.

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From 2012-13 to 2015-16, success rates have steadily increased for all students from 66% to 72% even with the increase in the number of grades reported (from 11,907 to 15,987). Withdrawals and their corresponding percentages have decreased steadily each year. For targeted groups, success rates have increased from 57% to 62%.

The Online Education Center hired a second Instructional Designer (FT) and Faculty Coordinator (PT). Additionally, the college, through a thorough review process in collaboration with Academic Senate, made a decision to transition to Canvas as the primary Course Management System.

The redesign of the Online Education website was completed: this is an important frontline resource for students to learn about online education at De Anza in order to prepare for success in online courses.

The orientation to online learning and readiness assessment for students was significantly updated to provide a more engaging experience. Faculty can embed the orientation directly into their online, hybrid or enhanced course.

Library

By almost any measure, students have responded enthusiastically to the newly remodeled library which opened its doors to students in Winter 2016. Library gate count, which was 203,557 in 2014-15, rebounded to 465,582.

Library faculty conducted 89 orientations in 2015-16 slightly down from 91 orientations the previous year. This number is in line with the decline in enrollment and also comes after a year in which we did not have our own instructional classroom because of the remodel. Language Arts classes are most represented; Social Science and Science classes also took part in library orientations.

The Library continues to receive \$15,000 annually from DASB for the purchase of course materials and calculators. Reserves circulation for 2015-16 was 32,055, up substantially from 22,772 in 2014-15. Students checked out a graphing calculator 4,609 times during the year. Textbooks purchased with DASB funding are targeted to have the greatest impact possible in helping defray high textbook costs.

LIB courses are taught by one FT faculty librarian as part of FT load. Winter 2014 was the last quarter in which 4 sections of LIB courses were offered; beginning Spring 2015, with only one faculty member teaching WSCH generating courses, the number of sections were reduced. Overall success rates are generally trending upward, with a twenty percent increase from the lowest (fall 2014) to highest (spring 2016). The success rate of targeted groups continues to be above 60%.

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Usage of the two library managed open computer labs remains high. Total computing sessions initiated by students totaled 78,630, down slightly from 82,562, but inline with lower enrollment. For Spring 2016, usage in the new computer lab/instructional classroom located in the main library building (LC113) accounted for 21 percent of all, a clear sign that students have discovered this new computing resource.

Upcoming and In-Process Changes

The Online Education Center will complete the transition to the Canvas Course Management System by the end of Spring 2017.

The training process for Canvas certification was developed into four modules: this gives faculty a more comprehensive overview of system capabilities and emphasizes features such as early-alert notifications, opportunities for student collaboration, and methods of student-instructor interaction.

The Library opened for extended hours during the finals period of Fall Quarter 2016 remaining open until midnight for four nights. Access was limited to the Library Express area. Student response was very strong and positive. The Library opened the first floor of the library for the Winter 2017 finals period giving student access to a computer lab and group study rooms in addition to textbooks and other course materials.

The Library is piloting Kanopy, a film and media subscription service and has implemented the New York Times, with free access for all students, faculty and staff.

With the additional support of the reallocated IST position, the Student Success Center will expand workshop offerings and targeted outreach and MSTRC orientations.

Instructional Equipment Funding was allocated to the Library and the Student Success Center in early Spring 2017.

Significant Needs Noted in Program Review

Staffing remains the highest priority for all areas.

- A **full time library faculty** position been requested each year for the past two years. This would restore a position due to a retirement. Now only one librarian currently teaches all the online WSCH generating courses. Without a replacement position, the library will be unable to expand course offerings. This position will allow the library to add class sections to existing courses and also develop new curriculum for WSCH generating courses. One of our equity concerns is the lack of research assistance available to online education students. This position will closely collaborate with the Online Education Center in the coordination, promotion, offering and assessment of the Library's services and resources.

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- An additional **full time classified professional** for library circulation will enable the library to meet the expressed need of students for extended hours and will also result in an overall higher quality of service because classified professionals will be able to staff the circulation desk more regularly.
- A **manager** (director level) would provide oversight of an integrated staff area focused on instructional technology (online education, technology training, video systems, etc).
- As mentioned in previous program reviews, an **embedded PT counselor** for online students is a critical need. Online education is a growth area for enrollment at De Anza College. Therefore, if we are to truly improve success rates in online education, a PT counselor assigned to the Online Education Center is essential.
- Student Success Center identified four critical issues: awareness of services, basic skills, financial limitations and inclusion. Progress has been made in increasing systematic outreach to all basic skills classes, but it requires an enormous amount of staff time. **Two dedicated TEA positions** for outreach and mobile tutoring for all areas would help this effort (see resources request.)

The increase of online offerings and students has led to increased in-person and virtual support requests for students and faculty alike. This includes meeting with instructors, onboarding support and technical assistance. An inventory of laptops and iPads will make collaborative work between students and instructors easier. In addition, the Online Education Center hopes to grow its support of our students by offering more than just technical support and introductory workshops. By offering assistance and workshops that assist students with specific online success such as organizing for online learning and ways to get the most out of online classes, will improve student success and retention. In order to achieve these goals, we need a dedicated meeting and workspace in addition to equipment described.

Student Success Center was allocated additional B budget instead of augmentation in Winter 2017. An ongoing review funding sources and allocations is crucial for more sustainable efforts given the contributions of this area to student success and retention.

Neither B nor the current Lottery allocation is sufficient to pay the annual fee for the Library's integrated library system. The Library received a one-time Lottery enhancement to cover this cost in 2016-17. A more sustainable way to fund this critical library system is needed.