SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Leadership - Dean, Learning Resources and Academic Support

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
In the Mesa 2030 report, Students identified the LRC in their Campus Experience as their favorite place to study due to the proximity of resources, friendly staff and the variety of spaces that offer individual study areas as well as collaboration spaces. The staff in the LRC is proud of this distinction and use it as motivation to continue to strive better serve students.

The School of Learning Resources and Academic Support identified several areas of accomplishment since the physical building reopened as students returned to in person study:
- A return to some sense of normalcy
- Adapting to the changed needs for space, support, and ways in which they are accessed for students, employees, and community.
- Adaptability and flexibility of staff in serving students as they utilize space differently than they did previously
- Quick adaption, development and delivery of services to online modes, resulting in increased access
- Collaboration among staff from different service areas and departments
- Development of quality services both in-person and online, synchronously and asynchronously
- Transforming spaces for students to eat, study, collaborate, interact, rest, play
- Overall philosophy of “being kind to self and those we serve”
- Improvement to access and overall availability of resources in library collection
- Development and delivery of online faculty evaluation system
- Providing spaces for part-time instructors to hold office hours and teach online classes

Some of the persisting challenges faced include:
- Insufficient staffing to maintain adequate service hours
- Increased workload for staff
- (12 staff left, retired, passed away over the past 5 years, though beginning in fall 2022 hiring has commenced)

New challenges:
- Keeping up with technology needs of students
- Maintaining an adequate supply of laptops, hotspots, and other items to meet student demand
- Meeting needs of students with the way in which they utilize spaces and services (more private study rooms and spaces needed)
- Financial resources to maintain and expand programs in library studies, honors, tutoring, professional development and teacher education, among others

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Since the last comprehensive program review, the LRAS services were all adapted for online delivery. During the pandemic, all services were 100% online. Since returning to on campus delvery of services, the online services have remained to ensure access for all students. Laptops and hotspots for students have continued to be checked out through the library checkout system to ensure those who otherwise did not have access to resources and services online are able to do so remotely. In the Learning Opportunities for Transformation (LOFT), our professional learning program, remote synchronous and asynchronous offerings and programs have been created to support faculty and improve the quality of online learning at Mesa. Extended hours requests and new duties for current employees have increased the demands on current workforce and limit the ability to meet the needs of students.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
During the pandemic, HEERF and other funding was utilized to support students, faculty, and staff in accessing services, technology, materials, and professional learning. The funding helped to expand, physical library books and materials, as well as eBooks, LibGuides, streaming media resources, and databases available online. Online delivery of tutoring and professional learning that were implemented during the pandemic were retained and further

developed to increase access and participation. As employees and more and more students have returned to campus, the services proved to still be in demand. Increased funding also supported the procurement of technology for check out to students. The LRC continues to expand the availability of this technology to meet the overall demand from students. Funding also allowed for the hiring of several NANCE in the absence of sufficient staffing to maintain services. The impact of the recent hiring of a new Library Services Instructional Support Supervisor, 2 tenure-track faculty – one in Teacher Education, and a second in Embedded Tutoring – as well two new Classified Professional hires – a Media Clerk, and an administrative Technician, has yet to be assessed. Funding to transform student spaces with new carpeting and a furniture refresh are in progress. More funding is needed to expand areas of demand including apprenticeship and ZTC programs.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Since March 2020, there have been over 1800 student laptop checkouts and around 70 hotspot checkouts. The more recent trend show between 200-236 steady laptop checkouts per semester and around 35 hotspot checkouts. Students continue to need technology to access their classes and do school work remotely.
According to the Bureau of Labor Statistics, there has been a 1041% increase in textbook costs between 1977 and 2015, More and more faculty are taking OER/ZTC professional learning opportunities and utilizing what they have learned in their courses and programs. This trend has resulted in over $1 million in savings to students per year and over $4 million in savings to students since 2019. Presently, and the number increases each semester, students are able to complete 14 ZTC degrees and certificates across various disciplines.
The number of students using LRC Space also continues to grow over the past few semesters – The total gate count of people using the LRC spaces and services was 34,835 for 2021-2022, or a daily average of 231 patrons, and 119,884 so far for 2022 – 2023, or roughly a 685 average patrons per day.
Evaluations – 219 total evaluations done electronically fall 2020 through spring 2023. Online student evaluations continue to produce few returns in completed evaluations. The Mesa Faculty Evaluation team is working with the District to improve the electronic evaluation process.
Professional Learning – 14 major programs/events with 100s of participants from faculty, classified professionals, supervisors, and administrators both online and in person. The addition of the Mesa Online Support Team has increased participation of faculty in aligning their courses with the CVC – OEI rubric. The New Classified Institute also began during the present year. With over 30 people per month attending their activities.
Tutoring had a high of over 99,233 hours of contact in 2018 – 2019. That number lowered drastically during the pandemic and is steadily growing from semester to semester with 23,377 total hours (both online and in person) from fall 2021 through fall 2022. The success trends for those utilizing tutoring in all ethnic groups is higher than the overall Mesa average.
In our Fall 2022 LRC Student Survey, 22% of all students indicated they had not heard of the LRC. That percentage decreased to 4% by the end of the semester. The in person utilization of the LRC spaces and services increased over the online usage over the term of the semester from 35.4% to 79.2%. The majority of students coming to the LRC had a frequency of from more than twice per week (42.1%), to 1 – 2 times per week (also 42.1%). The most used services/resources were study rooms, technology, and quiet study on the third floor with most indicating they were satisfied or very satisfied with the services. Students expressed that they enjoyed using the quiet study areas, that they feel cared for, and that the staff are all really helpful and kind. Areas for growth based on their comments include the need for more study space, moveable tables and chairs in study spaces, better furniture and whiteboards, and to open the café again. Several also asked for expanded service hours. Online students also predominately use the services at least 1 to 2 times or more per week. All of these students expressed being satisfied or very satisfied with the services.

Summary and Reflection

A new student survey is currently in process to gather information on student perspectives and uses of spaces. Foot traffic counters have also been recently installed and data from those improvements are yet to be determined but should help with service hours and services offered.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

A few of our service area have a solid data collection and analysis system that is able to show the positive impact on decreasing equity gaps. Other services are working to create research agendas to better discern their impact. We have not previously asked for demographic information for our LRC student study and are considering this for future surveys.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

During two leadership meetings and a school meeting, the school employees reflected on the colleges theme of “Shining a Light on Equity” and identified areas in which light could and should be shined on the School of Learning Resources and Academic Support. Four areas of action were identified for focus in 2022-2023 to better serve patrons:

- Space Utilization
- Website improvement
- Communication, including signage and marketing
- Hiring and Onboarding

The Leadership team and staff also reviewed survey results of students that was deployed across all Canvas courses, flyers utilizing QR codes for access, and Posters with QR codes throughout the LRC. The first survey received well over 800 responses and the second a disappointing 25. The discussion of the data collected helped to gauge student knowledge and usage (both in-person and online) of the LRC and its services and frequency of use, opportunities for better serving students, reflection on the quality of the questions and how to improve them to gain the quality of information that is being sought, satisfaction of services provided, recommendations for services and equipment needed to support, and desired hours of service.

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

The School of LRAS office is focused on supporting the many student support services that are housed within the school. There is also a concerted effort to make our spaces welcome and inviting. Each of the service areas produce their own program reviews with an analysis of the data and the impact that their practices have on identified equity gaps. The hiring of an Equity and Engagement and an OER Librarian were intentional to focus on being in spaces that our minoritized students are and to remove the barrier of textbook and materials costs that often impede their enrollment in and/or completion of their educational programs. Likewise, the expansion of the number of databases and eBooks to support students and faculty also supports the effort to provide increased access and eliminate gaps.

The Mesa Tutoring and Computing Centers (MT2C) engaged in a research agenda that has continued to eliminate equity gaps for disproportionately impacted students.

Expansion of professional development opportunities for employees and expansion of MOST has allowed for more focused-sessions on DEIA and CTE programs that look to address gaps for special populations.

What other factors (internal or external) might also impact the above data trends and equity gaps?

As mentioned previously, alternate funding sources have been used to augment our services and collection. We have just begun to hire more faculty, supervisor, and classified positions and their impact will be gauged as we

move forward. The addition and continuation of online services have also impacted the way we serve students and employees and maintain access to support and materials. This too will be assessed as to the impact on equity gaps in future data collection and review.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
Yes

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
Yes

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
Yes

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
LRAS practices during 2025–2026 continued to emphasize equity, flexibility, and student-centered service delivery. Key practices include the sustained use of hybrid, asynchronous, and face-to-face service models across library services, tutoring, and professional learning; expanded faculty and classified professional learning pathways through MOST, CEER, NFI, and NCI; and increased attention to human-centered, AI-aware instructional practices that support Regular and Substantive Interaction in online and hybrid courses.
LRAS also strengthened collaboration with the Office of Institutional Effectiveness to refine data collection and assessment practices, continued to transform LRC spaces to align with evolving student study behaviors, and maintained a consistent emphasis on welcoming, inclusive environments. Student feedback consistently identifies the LRC as a preferred campus space due to staff support, access to resources, and the variety of study environments offered.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Successes

During the 2025–2026 academic year, the School of Learning Resources and Academic Support (LRAS) continued to make measurable progress toward Mesa 2030 goals related to student access, equity, community, and academic success.

The Library and Learning Resource Center (LRC) remains a highly utilized and valued space for students. Student usage continues at sustained high levels, with peak occupancy frequently exceeding 300 students. Improvements to physical spaces—including new student furniture, private reference pods, and a centralized Help Desk—have enhanced student access to academic, technology, and research support while improving service coordination and privacy.

Library Services strengthened its instructional mission through the continued development of the information literacy program following the hiring of an Instruction Librarian. Preliminary assessment data indicate positive impacts on student success across demographic groups, with particularly strong benefits for disproportionately impacted and underserved students. In addition, the library successfully resolved a backlog of donated materials and reinvested in academic resources, improving curricular, accreditation, and research support across the college.

The Learning Opportunities for Transformation (LOFT) and Mesa's Ongoing Support for Teaching (MOST) continued to expand professional learning opportunities for faculty, classified professionals, supervisors, and administrators. Notable accomplishments include the launch of the Instructional Design Certificate of Achievement in Spring 2026, statewide recognition of MOST as a "Bright Spot" for innovative faculty development, and sustained participation in core offerings such as Catalyst, ClassiCon, Flex programming, the New Faculty Institute (NFI), and the New Classified Institute (NCI). Participation in professional learning remained strong across modalities, and the LOFT Annual Survey achieved one of its highest response rates to date.

LRAS also sustained and expanded online and hybrid services initially developed during the pandemic, ensuring continued access for students and employees with scheduling, work, or caregiving barriers.

Challenges

Despite these successes, several challenges persist:

- Staffing capacity remains a concern, particularly in Library Services, following the elimination of media technician positions and the continuation of extended hours of operation. Librarians and classified staff continue to absorb additional workload.
- Demand for student technology—including laptops, hotspots, calculators, and other instructional tools—continues to exceed available inventory.
- Facilities infrastructure limitations remain, including an outdated library classroom that does not fully meet current instructional, accessibility, or technology needs.
- Professional learning initiatives, particularly MOST and LOFT, continue to rely on temporary or reallocated funding sources, limiting long-term planning and scalability.
- Faculty and staff burnout has increased, affecting participation in professional learning despite strong interest.
- Data infrastructure limitations continue to make it difficult to directly attribute student outcome changes to professional learning participation.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Not applicable. Outcomes assessment processes remain under review and refinement, particularly in relation to professional learning impact and service-area data integration.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

LRAS practices during 2025–2026 continued to emphasize equity, flexibility, and student-centered service delivery. Key practices include the sustained use of hybrid, asynchronous, and face-to-face service models across library services, tutoring, and professional learning; expanded faculty and classified professional learning pathways through MOST, CEER, NFI, and NCI; and increased attention to human-centered, AI-aware instructional practices that support Regular and Substantive Interaction in online and hybrid courses.

LRAS also strengthened collaboration with the Office of Institutional Effectiveness to refine data collection and assessment practices, continued to transform LRC spaces to align with evolving student study behaviors, and

maintained a consistent emphasis on welcoming, inclusive environments. Student feedback consistently identifies the LRC as a preferred campus space due to staff support, access to resources, and the variety of study environments offered.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Space Utilization and Resource Access

Unit Goal: Space Utilization and Resource Access - LRAS infrastructure will continue to provide resources and transform and create welcoming services and spaces to meet the needs of students, faculty, staff, and community.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 1 Action List 1. Continue to deploy student survey on utilization of LRC resources, services, spaces, and feedback on quality of same each fall and spring. Ask for student thoughts on environment, culture, and what can be done to develop and improve. 2. Spring 2026– carpeting on first second, third, and fourth floors. Transformation of LRC fourth floor to create more collaborative study spaces and private study rooms. and summer 2023 – Furniture refresh for 3rd floor and fourth floor landing and LRC room 4000. **Action Plan Cycle:** 2026 - 2027, 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/21/2023 **Action Plan Update**: Surveys continue to be distributed to students about space usage and service needs. Carpet replacement needed on all floors not previously part of the refresh. 1st and 2nd floors need refresh of furniture and student-use items. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Unit Goals, Action Plans, and Updates

Promote Equity

Unit Goal: Promote equity and encourage an environment of equity-based decision making in our office, our learning spaces throughout the LRC, and in general practice.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/21/2023 **Action Plan Update**: Need to provide more funding for apprenticeship efforts as well as ZTC program and grant management. Need to reorganize LRC employee duties to have more efficiency in completing tasks for program betterment. Need more staffing for service desk to assist students. Need to improve connections to CTE through Strong Workforce, WBL and other initiatives with professional development, OER, and teacher education. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Goal 2 Action List 1. Continue to secure funding for innovative and equity focused professional learning programs such as Faculty Inquiry Groups, Mesa Online Support Team, ClassiCon, New Faculty and New Classified Institutes. 2. Hire Instruction Librarian to develop informational literacy program. Continue to support funding for Online Electronic Resource (OER) team to research and provide materials to instructors and their students toward the creation of more Zero Textbook Cost classes, degrees and certificates. Expand embedded, on the floor, and online tutoring which has proved to reduce equity gaps as well as continue to build and strengthen Tutor to Teacher pipeline through Hoover and other high schools. 3. Work with Basic Needs and Facilities and Maintenance to open The Stand satellite site, lactation room, and parenting room in Café on first floor of LRC. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	

Up-to-date Computer Equipment and Other Technology

Unit Goal: The LRAS will maintain up-to-date computer equipment and other technology within the LRC and for student checkout/employee use to ensure smooth operation of services and maintain access to online services, classes, training, and resources.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

Unit Goals, Action Plans, and Updates

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 3 Action List 1. Work with Campus Technology Services to procure and maintain sufficient inventory of laptops, hotspots, and other technology to check out to all students who are in need. 2. Continue to increase staffing to support more open hours in the LRC to support student need of study space, Internet, and support services. Increase available online resources and ebooks to support student success. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/21/2023 **Action Plan Update**: Hotspots and laptop needs have increased and we currently do not have enough to meet student needs. Need investment in more technology to better serve students. Need new multifunctional printers in circulation desk and LRC 124 for employee printing needs that go beyond LRC use. Will need commitment from technology areas on campus and other grant resources to meet these needs. New potential classified contract terms might impede the ability to maintain current staffing hours at the library and may even lead to a reduction in service hours. Need more staffing options in order to maintain or increase availability for student requirements. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered