

Instructional Program Review 2019/20 UPDATE

Learning Resources

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Alison Gurganus
- Name of Liaison: Monica Romero
- Department Chair: Alison Gurganus
- Name of Manager/Service Area Supervisor: Andrew MacNeill
- Is this a CTE program? (State Yes or No) No

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018-2019

Improve Information Literacy Instructional Support to Face-to-Face and Online Instruction at Mesa College

We have a growing instruction program both face-to-face and in the online teaching support area. Currently we have no full time librarian that is focused primarily on instruction leaving our program lacking clear direction and support

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 5.2, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

test goal

test description

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 6.1

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018-2019

Goal

Goal: Improve Information Literacy Instructional Support to Face-to-Face and Online Instruction at Mesa College

We have a growing instruction program both face-to-face and in the online teaching support area. Currently we have no full time librarian that is focused primarily on instruction leaving our program lacking clear direction and support

Action: Hire Full time Instruction Librarian/Faculty

Describe the actions needed to achieve this objective:

Fill out faculty position request. in program review.

Who will be responsible for overseeing the completion of this objective:

Chair of the school of learning resources and academic support/library.

Provide a timeline for the actions:

2018-2019 school year

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will have to land at the top of the faculty hiring priority list and have our need be understood enough that the president of Mesa College will be to hire this faculty member out of the general fund as we are on the other side of the 50% rule for funding faculty,

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018-2019

Goal

Goal: Improve Information Literacy Instructional Support to Face-to-Face and Online Instruction at Mesa College

We have a growing instruction program both face-to-face and in the online teaching support area. Currently we have no full time librarian that is focused primarily on instruction leaving our program lacking clear direction and support

Action: Hire Full time Instruction Librarian/Faculty

| | |
|---|--|
| Describe the actions needed to achieve this objective: | Fill out faculty position request. in program review. |
| Who will be responsible for overseeing the completion of this objective: | Chair of the school of learning resources and academic support/library. |
| Provide a timeline for the actions: | 2018-2019 school year |
| Describe the assessment plan you will use to know if the objective was achieved and effective: | We will have to land at the top of the faculty hiring priority list and have our need be understood enough that the president of Mesa College will be to hire this faculty member out of the general fund as we are on the other side of the 50% rule for funding faculty, |
| List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): | |

Status for Hire Full time Instruction Librarian/Faculty

| | |
|--|-------------|
| Current Status: | Not started |
| If the Current Status was marked Completed, what was the impact of the completed objective on your program: | |
| If the Current Status was not marked Completed, what are the implications and next steps: | |

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Learning Resources

(REQUIRED) Program name

Library Services

(REQUIRED) Are you on target with your assessment schedule?

While we have been getting good assessment ratings from our instructor feedback forms, we had not assessed the students that we instruct in our library classroom for a number of years.

- In the Spring of 2019 we created a new online student survey for our face to face library classroom instruction (aka"one-shots"). This survey is allowing us to see what the students felt they needed when they came to us, what they feel they learned after our session and how they feel we might improve upon our instruction.

Our faculty surveys for our "one shot" classes were being done on paper

- We converted our one shot faculty survey to an electronic format in the Spring of 2019. With this online data we can better disaggregate the information that is being produced in order to see where the faculty are satisfied and where they feel we need to improve our instruction

Due to our limited staffing, comprehensive information literacy instruction has been beyond difficult. Therefore, the librarians of San Diego Mesa College felt it would be advantages to purchase pre-created information literacy instruction modules (included quizzes and videos) from a company called Lyrasis. The software itself is called "CREDO Instruct" and is designed to supplement either face-to-face or online information literacy instruction.

- We procured funding for the purchase of Credo Instruct for use in the 2019-2020 school year. While we have just begun using the tool in our LIBS 101 class we do not have enough data yet to fully assess its usefulness.

Four 8 week sections of our 1 unit LIBS 101 class have been completed as of Fall 2019 and data is available for review in the SD Mesa Data Dashboards

- Success and retention numbers are good. We are discussing how we can better serve our LatinX students as they appear to be the population that we are not reaching as fully as the rest.

In the Fall of 2017, we deployed a software program called Gimlet in order to track our face-to-face Reference service. We now have enough data to use the reports generated from Gimlet to make staffing decisions and give those who do not work the reference desk an idea of what types of work is done at that service desk. In fact, the data has been so beneficial that it has now been rolled out for use at the circulation counter and the STEM center for tracking their service requests.

A full scale evaluation of our print collection began in the Summer of 2018. The current timeline is for completion in the Summer of 2023 (five years total).

Library services are on target with our assessment schedule and looking for more areas to pull data from for further insights into our program.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

Data procured from our service tracking software called "Gimlet" allowed us to assess the number of questions being asked during our face-to-face reference hours and lower our face to face staffing during less peak times in order to spare budget dollars. We are uneasy about the drastic number of hours cut and will continue to monitor the number of reference questions being asked at the circulation counter when there is no librarian on duty to see if we are still meeting the majority of our students needs.

As our population grows in their ability to access online resources (i.e. closing of the digital divide and more resources being offered to those who are in need digitally), we are seeing our number of ebooks and database usage increase. There is clearly a high demand for our online resources and services outside of regular library building hours. This bolsters our need to provide more comprehensive electronic resource support.

Our Discovery Services (aka Super Search) statistics tell us that this service is highly accessed. The alternative is searching individual database platforms which is a more cumbersome and less intuitive process for students. This reaffirms our decision to keep having a service such as Super Search to help in simplifying the library resource search process.

The data that is being created from our surveys, in our face to face, one-shot, classes has given individual librarians a better idea of how they can improve their instruction. We would like to figure out how we can pull more data from the survey or add additional questions. We would like to bring this to the SD Mesa Office of Institutional Effectiveness to glean knowledge for our next steps in this area.

The review of our physical materials to date has identified weaknesses and/or gaps in the collection for supporting the needs of our Mesa College community.

(REQUIRED) Based on your assessments, what resource needs have you identified?

As the number of online classes increases and our students become more dependant on their mobile devices, there is a growing need to support students in online classes as well as supporting their research needs outside of our building hours. While the current electronic and physical library materials budgets have not been raised in over 10 years, the number of students studying online has grown exponentially during that time, as have the prices for the library resources that need to be purchased to support our students.

Specifically our database and book budget are in critical need of increases.

Databases

- As we stated last year; the \$90k database budget with a 4% annual increase in cost each year for 10 years = approximately 130k to maintain the same value of products for the coming year. Resource needs particularly for requests from faculty for streaming media could not be made.
- There were significant database cuts made in the 2018/2019 as no additional funding sources were made available.
- A limited amount of short term trial offers have been utilized in an attempt to meet some of the need identified by our Mesa College Community however this is a very short term solution that will expire and leave our patrons with roughly, less than half of the resources that they are currently able to utilize.

Books/ebooks/OER

- As we stated last year; \$51k books/ebooks budget provides an average of 7-8 book titles (non-textbook) for each Mesa discipline per school year.
- As we have been identifying gaps in the collection we have been using this budget to meet the most immediate needs however general program area enhancements can not be made at this time. We are becoming increasingly alarmed as we go through Curricunet to note our ability to meet the needs of our programs and are falling farther and farther short with every pass.
- This budget is in need of a minimum of \$20k annual increase in order to begin to meet the needs of our Mesa College community

Faculty

- As we stated last year; we continue to need a designated full time Instruction Librarian. As information literacy continues to be an Institutional Learning Outcome and our face-to-face program grows in popularity it is increasingly important to have a faculty member that can devote and focus their energy to strengthening this program and assuring it as absolutely as effective as it possibly can be. We currently have one librarian attempting to cover both the online instruction needs and the face to face instruction needs and being stretched that thin neither program can flourish.
- With the growing online needs of our department, our Electronic Resources Librarian has added User Interface and Technology Services duties to his day to day tasks. As the job that he was hired to do was already created to take his entire 40 hour a week availability these additional tasks have spread his ability to do what needs to be done too thin. This has lead us to now ask for a User Interface and Technology Librarian so that both needs can be fulfilled.

Facilities and Equipment

- A recent survey of the LRC facility revealed that many of our patrons find our 20 year old fabric covered furniture to be disgusting and potentially hazardous. We will continue our requests, in all arenas made available to us, to have it replaced.
- The library service areas are not ADA compliant for our patrons or our staff, both in the area of reference and circulation. We plan to meet with both DSPS and Risk Management to discover what is needed to comply with rules and regulations that govern the needs and safety of our staff and students.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Learning Resources

Program Name

(REQUIRED) Type your program name.

Library 101 Class (8 week)

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

We have had four sections of our LIBS101 class; two 8 week classes in the Fall of 2018 and two 8 week classes in the Spring of 2019. In both terms we had a larger number of LatinX students than any other ethnic group. This was followed by white students however lower by at least 10%. Additionally the majority of our students in this class are in the 18-24 year age bracket, followed by the 25-29 year age bracket however lower by 10-20%. Both our LatinX group and our 18-24 year old group have the lowest success and retention rates. All 18-24 year old LatinX students have been female and the majority were not first generation. Their success rate hovers near 50% with retention rate slightly above 60%. This was followed by our second largest group which were white students who had both 100% success and retention rates in all sections.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

As we have only had one full school year, equaling four 8 week sections (only visible by term not by section) we are unable to see our patterns over time. We clearly need to take a closer look at our curriculum and the needs of our LatinX students. We would also like to see if we can get a disaggregation of the two 8 week classes per term. More specifically, are we seeing any difference between the outcomes of the first 8 week class in a term as compared to the second 8 week class in a term.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

As we have only had one full school year of sections the influencing factors are difficult to determine at this time. The librarian who is teaching the online LIBS 101 class is reviewing the curriculum with the Acting Instruction Librarian to see what can be changed or added to assist those that are falling behind.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

As stated in A3, we are taking a look at the curriculum that is currently being used and looking at where it may be falling short for our students. We are looking at adding more "Credo Instruct", information literacy software modules, to the class. We believe this will make a difference as it has various videos, tests, and curriculum that can be used and modified for the class. This adds a different perspective, voice and modalities to the instruction that might be difficult to add otherwise.

As we have recently hired an Equity and Engagement Librarian we plan to have her take a look at the curriculum with us and see if she has any additional insights as to how we may better meet the needs of those students who are not able to keep up with the class assignments.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

The library services resources and personnel pride themselves on creating a safe and inviting environment. Additionally, we are always striving to meet students where they are and assist them by providing the resources they need to succeed. During the past year we were able to turn our adjunct Equity Librarian position into a full time Equity and Engagement Librarian position. This librarian's specialization is to find the students and faculty who have felt marginalized, somehow unwelcome or have never heard of our services and orient them to all that we have to offer. Additionally, our Equity and Engagement Librarian is charged to listen to students, classified professionals and faculty and discover how we might add to or change our services to better serve our entire population, not just those that come to us naturally. We have also been working on providing new resources for students; during the past year we have begun checking out laptops for one week at a time to any student that needs one. We also have free ear buds at the reference desk that students can take if they need to listen to audio in our more quiet areas and do not have everything they need to do so.

As we are the library at the leading college of equity and excellence we take our charge to serve all students seriously and are always looking for new ways to serve our students. One example is our goal of adding a "library of things". These will be non-traditional "quality of life" items such as sports balls, phone chargers and board games. The purpose would be to allow students an accommodation who have an on campus need or a need to unwind that they may not be able to afford. The process alone of discovering what the students would like to have in this special collection will allow us to open up even more dialog with students that should illuminate even more value, outside of the library of things, that we can add to their Mesa College experience.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

As our LIBS 101 class fills every time it is offered. We would like to make more sections available. In consultation with the Dean of the School of Learning Resources and Academic Support, we are looking at opening up an online section in the Summer of 2020 and possibly a hybrid section on Saturdays in the Fall of 2020.

For the Library of Things we will need funding to purchase the items in the collection. We are researching grants that come available, possibly from areas such as the Mesa College Foundation and Associated Students.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

No answer specified

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

During the past year the School of Learning Resources and Academic Support has come a long way in its efforts to become more cohesive as a team in both its practices and its spaces. We have worked together to move services to areas of the building that will make more sense to students. We have also gotten to know the work that is done in all of our service areas so that we can better serve students regardless of their need.

In the area of library services we have expanded the circulation area and moved the reference desk to that area from the other side of the building. We now have much more communication with the classified professionals at the circulation desk and can more easily assist students with their course reserve needs due to our proximity to that collection. As the reference desk is also in the midst of a major computer area in the building we now also have added communication, on a daily basis, with our lab technicians who assist students with their computer needs.

Our successful service tracking in the reference and circulation area with the Gimlet software has created a partnership with the STEM center who now also uses it to track the work that is done there as well as in their Innovation Lab outside of the Learning Resource Center. We are also discussing the possibility of using this software in the LOFT for some of its tracking purposes.

In the future we are looking at more cross training opportunities within the building to strengthen our knowledge and understanding of service areas and specializations. We will also be looking at new ways to assess the buildings effectiveness with our campus community through face to face and online surveys.