

# **Schools and Divisions Program Review 2019/20 UPDATE**

**Dean, Learning Resources**

**Created on: 07/31/2019 04:38:00 PM PDT  
Last Modified: 01/06/2020 03:22:08 PM PDT**

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## **General Information (Schools and Divisions Program Review 2019/20 UPDATE)**

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## 2019/20 Schools and Divisions Program Review

### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer - Andy MacNeill
- Name of Liaison - Ailene Crakes
- Name of Manager/Service Area Supervisor - Isabel O'Connor

### 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 Schools and Divisions Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### 2018/19 Goals for Dean, Learning Resources & Academic Support Office

##### Goal 1 - Space Utilization

LRAS infrastructure will be restructured to meet the needs of students, faculty, staff, and community

##### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.5, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1,

**Institutional Learning Outcomes 2016/17:** Communication, Information Literacy, Professional & Ethical Behavior

##### Goal 2 Interest-Based Problem Solving

Hire a consultant to provide training in Interest-Based Problem Solving and visioning for the space and the working environment in the LRC.

##### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 6.1,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Professional & Ethical Behavior

##### Goal 3 Equity

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

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 5.1, Strategic Goal 6.3,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

### Goal 4 Office Effectiveness

Improve the Effectiveness of the Office of the School of Learning Resources and Academic Support.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Professional & Ethical Behavior

### Goal 5: Technology

The LRAS will maintain up-to-date computer equipment and other technology to ensure smooth operation of services in the LRC.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.6, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2,

**Institutional Learning Outcomes 2016/17:** Information Literacy

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

#### 2018/19 Goals for Dean, Learning Resources & Academic Support Office

Goal

#### Goal: Goal 1 - Space Utilization

LRAS infrastructure will be restructured to meet the needs of students, faculty, staff, and community

#### Action: Discretionary Allocation

**Describe the actions needed to achieve this objective:** Request discretionary allocation to support this project.

**Who will be responsible for overseeing the completion of this objective:** Dean of Learning Resources and Academic Support.

**Provide a timeline for the** Fall 2019

**actions:**

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

Annual SWOT analysis, employee feedback, student feedback.

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

\$2,000 budget augmentation.

**Action: Space Utilization**

**Describe the actions needed to achieve this objective:**

Math and Science tutoring will be moved from the fourth floor of the LRC to the first floor.  
Many of the computers from the first floor of the LRC behind the circulation desk will be moved back to the computer lab on the fourth floor where Math and Science tutoring are now located.

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

Dean of Learning Resources and Academic Support/MIT Director

**Provide a timeline for the actions:**

This move will take place during the 2019 intersession at the earliest and Summer session 2019 at the latest.

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

This objective will be achieved when these services are located in their new spaces. Utilization data will be gathered and analyzed to assess effectiveness.

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

Facilities and IT staff will be needed to move computers and fixtures.

**Goal: Goal 2 Interest-Based Problem Solving**

Hire a consultant to provide training in Interest-Based Problem Solving and visioning for the space and the working environment in the LRC.

**Action: Discretionary Allocation**

**Describe the actions**

Request discretionary allocation to support this project.

**needed to achieve this objective:**

**Who will be responsible for overseeing the completion of this objective:** Dean of Learning Resources and Academic Support.

**Provide a timeline for the actions:** Fall 2019

**Describe the assessment plan you will use to know if the objective was achieved and effective:** Event feedback form, annual SWOT analysis, employee feedback.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):** \$2,000 budget augmentation.

**Action: Interest-Based Problem Solving**

**Describe the actions needed to achieve this objective:** Approve proposal from facilitator  
Choose dates for training and visioning sessions  
Allocate funding  
identify participants from LRAS and other areas on campus

**Who will be responsible for overseeing the completion of this objective:** Dean of Learning Resources and Academic Support

**Provide a timeline for the actions:** Fall 2018 - approve proposal, choose dates of activity, identify funding Spring 2019 - Identify participants, plan and hold event

**Describe the assessment plan you will use to know if the objective was achieved and effective:** Event will take place and vision plan will be completed.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):** Funding for facilitators, space to hold sessions, materials needed four use during sessions.

**Goal: Goal 3 Equity**

Promote equity and encourage an environment of equity-based decision making in our office, our learning spaces

throughout the LRC, and in general practice.

**Action: Discretionary Allocation**

<b>Describe the actions needed to achieve this objective:</b>	Request discretionary allocation to support equity efforts.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Dean of Learning Resources and Academic Support.
<b>Provide a timeline for the actions:</b>	Fall 2019
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Event feedback form, annual SWOT analysis, employee feedback.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	\$2,000 budget augmentation.

**Action: Promoting Equity**

<b>Describe the actions needed to achieve this objective:</b>	Maintain Equity as a standing topic at all Leadership and School meetings and other professional learning.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Dean of Learning Resources and Academic Support
<b>Provide a timeline for the actions:</b>	On a continuous basis, include equity-based activities, presentations, and discussions on all meeting agendas.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Feedback from annual SWOT analysis and employee feedback.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	N/A



**Goal: Office Effectiveness**

Improve the Effectiveness of the Office of the School of Learning Resources and Academic Support.

**Action: Discretionary Allocation**

<b>Describe the actions needed to achieve this objective:</b>	Request discretionary allocation to support office effectiveness efforts..
<b>Who will be responsible for overseeing the completion of this objective:</b>	Dean of Learning Resources and Academic Support.
<b>Provide a timeline for the actions:</b>	Fall 2019
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Annual SWOT analysis, employee feedback.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	\$2,000 budget augmentation.

**Action: Timely dissemination of information.**

<b>Describe the actions needed to achieve this objective:</b>	Maintain posting of hours of services on School website, send faculty evaluation information and schedules, respond to requests from employees and students, provide updates of important information
<b>Who will be responsible for overseeing the completion of this objective:</b>	Dean of Learning Resources and Academic Support and Administrative Assistant
<b>Provide a timeline for the actions:</b>	Ongoing
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Feedback from employees in school through SWOT, and from other employees and students through surveys and assessment instruments utilized by each of the areas in the LRAS to gather and analyze their services.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	N/A

**Faculty, Other):**

**Goal: Goal 5: Technology**

The LRAS will maintain up-to-date computer equipment and other technology to ensure smooth operation of services in the LRC.

**Action: Technology Reset**

<b>Describe the actions needed to achieve this objective:</b>	Update computing equipment in LRC/replace computers.
<b>Who will be responsible for overseeing the completion of this objective:</b>	District IT/Nick Comer.
<b>Provide a timeline for the actions:</b>	According to District IT, the computers should be replaced over the next 1 - 2 years.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Computing equipment will be purchased and installed.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Computers, monitors, mice, cables, cases, labor.

**GOAL STATUS REPORT (REQUIRED)**

**Action Statuses**

**2018/19 Goals for Dean, Learning Resources & Academic Support Office**

Goal

**Goal: Goal 1 - Space Utilization**

LRAS infrastructure will be restructured to meet the needs of students, faculty, staff, and community

**Action: Discretionary Allocation**

<b>Describe the actions needed to achieve this objective:</b>	Request discretionary allocation to support this project.
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<b>Who will be responsible for overseeing the completion of this objective:</b>	Dean of Learning Resources and Academic Support.
<b>Provide a timeline for the actions:</b>	Fall 2019
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Annual SWOT analysis, employee feedback, student feedback.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	\$2,000 budget augmentation.

Status for Discretionary Allocation

**Current Status:** In Progress

**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:**

Some services have been moved. All Math and Science tutoring has been relocated to first floor behind STEM Center, several computers from first floor have been moved to computer lab on fourth floor, and Reference services has been relocated to spot on first floor next to circulation services. Money from Title III HSI STEM Grant for new furniture and fixtures. Funds for carpeting is still needed. Request for funds will be submitted to BARC.

**Action:** Space Utilization

**Describe the actions needed to achieve this objective:** Math and Science tutoring will be moved from the fourth floor of the LRC to the first floor.  
Many of the computers from the first floor of the LRC behind the circulation desk will be moved back to the computer lab on the fourth floor where Math and Science tutoring are now located.

**Who will be responsible for overseeing the completion of this objective:** Dean of Learning Resources and Academic Support/MIT Director

**Provide a timeline for the actions:** This move will take place during the 2019 intersession at the earliest and Summer session 2019 at the latest.

**Describe the assessment** This objective will be achieved when these services are located in their new spaces.

<b>plan you will use to know if the objective was achieved and effective:</b>	Utilization data will be gathered and analyzed to assess effectiveness.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Facilities and IT staff will be needed to move computers and fixtures.

Status for Space Utilization

<b>Current Status:</b>	Completed
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	Assessment and results are pending as this occurred first weeks of 2019 fall semester.
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	

**Goal: Goal 2 Interest-Based Problem Solving**

Hire a consultant to provide training in Interest-Based Problem Solving and visioning for the space and the working environment in the LRC.

**Action: Discretionary Allocation**

<b>Describe the actions needed to achieve this objective:</b>	Request discretionary allocation to support this project.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Dean of Learning Resources and Academic Support.
<b>Provide a timeline for the actions:</b>	Fall 2019
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Event feedback form, annual SWOT analysis, employee feedback.
<b>List resources needed to achieve this objective and</b>	\$2,000 budget augmentation.

**associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Status for Discretionary Allocation

**Current Status:**

Completed

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

All employees in the School of Learning Resources and Academic Support were trained in interest-based Problem Solving. Although no funding came from BARC Request, funding was accessed from LRC budget. The impact was that everyone had a voice and agreed to movement of services in LRC to better serve students. Services have been moved according to agreed upon outcome.

**If the Current Status was not marked Completed, what are the implications and next steps:**

**Action:** Interest-Based Problem Solving

**Describe the actions needed to achieve this objective:**

Approve proposal from facilitator  
Choose dates for training and visioning sessions  
Allocate funding  
identify participants from LRAS and other areas on campus

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

Dean of Learning Resources and Academic Support

**Provide a timeline for the actions:**

Fall 2018 - approve proposal, choose dates of activity, identify funding  
Spring 2019 - Identify participants, plan and hold event

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

Event will take place and vision plan will be completed.

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

Funding for facilitators, space to hold sessions, materials needed for use during sessions.

Status for Interest-Based Problem Solving

**Current Status:** Completed

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

All employees in the School of Learning Resources and Academic Support were trained in interest-based Problem Solving. The impact was that everyone had a voice and agreed to movement of services in LRC to better serve students. Services have been moved according to agreed upon outcome.

**If the Current Status was not marked Completed, what are the implications and next steps:**

**Goal: Goal 3 Equity**

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

**Action: Discretionary Allocation**

**Describe the actions needed to achieve this objective:**

Request discretionary allocation to support equity efforts.

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

Dean of Learning Resources and Academic Support.

**Provide a timeline for the actions:**

Fall 2019

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

Event feedback form, annual SWOT analysis, employee feedback.

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

\$2,000 budget augmentation.

**Status for Discretionary Allocation**

**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:**

Discretionary budget was not granted as a result of BARC request. Request will be resubmitted.

**Action: Promoting Equity**

**Describe the actions needed to achieve this objective:**

Maintain Equity as a standing topic at all Leadership and School meetings and other professional learning.

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

Dean of Learning Resources and Academic Support

**Provide a timeline for the actions:**

On a continuous basis, include equity-based activities, presentations, and discussions on all meeting agendas.

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

Feedback from annual SWOT analysis and employee feedback.

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

N/A

**Status for Promoting Equity**

**Current Status:**

In Progress

**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:**

Equity continues to be a focus at all school and Leadership meetings.

**Goal: Office Effectiveness**

Improve the Effectiveness of the Office of the School of Learning Resources and Academic Support.

**Action: Discretionary Allocation**

<b>Describe the actions needed to achieve this objective:</b>	Request discretionary allocation to support office effectiveness efforts..
<b>Who will be responsible for overseeing the completion of this objective:</b>	Dean of Learning Resources and Academic Support.
<b>Provide a timeline for the actions:</b>	Fall 2019
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Annual SWOT analysis, employee feedback.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	\$2,000 budget augmentation.

**Status for Discretionary Allocation**

<b>Current Status:</b>	Not started
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	Funding not augmented. We will continue to improve and assess office effectiveness.

**Action: Timely dissemination of information.**

<b>Describe the actions needed to achieve this objective:</b>	Maintain posting of hours of services on School website, send faculty evaluation information and schedules, respond to requests from employees and students, provide updates of important information
<b>Who will be responsible for overseeing the completion of this objective:</b>	Dean of Learning Resources and Academic Support and Administrative Assistant
<b>Provide a timeline for the actions:</b>	Ongoing



**Describe the assessment plan you will use to know if the objective was achieved and effective:** Feedback from employees in school through SWOT, and from other employees and students through surveys and assessment instruments utilized by each of the areas in the LRAS to gather and analyze their services.

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

Status for Timely dissemination of information.

**Current Status:** In Progress

**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:** Hours have been updated, email are sent to schools regarding evaluation. SWOT Analysis for 2019 - 2020 will be implemented at School meeting in December 2019 or January 2020. Results will be analyzed to assess effectiveness.

**Goal: Goal 5: Technology**

The LRAS will maintain up-to-date computer equipment and other technology to ensure smooth operation of services in the LRC.

**Action:** Technology Reset

**Describe the actions needed to achieve this objective:** Update computing equipment in LRC/replace computers.

**Who will be responsible for overseeing the completion of this objective:** District IT/Nick Comer.

**Provide a timeline for the actions:** According to District IT, the computers should be replaced over the next 1 - 2 years.

**Describe the assessment plan you will use to know if the objective was achieved and effective:** Computing equipment will be purchased and installed.

**List resources needed to** Computers, monitors, mice, cables, cases, labor.

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

Status for Technology Reset

**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:**

Funds for this goal have not been allocated as a result of BARC Request. Most Administrative Computers are still in need of of updating. A new request for funding will be submitted.

## Request Forms

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### CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

## Reviewers

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### LIAISON'S REVIEW

**Form:** Schools and Divisions Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Schools and Divisions 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 Schools and Divisions Analysis Section** (Form)
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# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** Dean, Learning Resources & Academic Support Office

## **(REQUIRED) Program name**

Learning Resources and Academic Support

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

Yes, assessments are done annually to assess utilization of services, familiarity with services, and success as a result of utilizing the individual services within the LRC.

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

The Annual LRC Service Feedback Survey received 429 response - 144 through email contact, 157 accessed through a weblink/QR code in LRC, and 20 as a result of a pop up window. The survey revealed that 85% of all respondents have accessed the services and or spaces in the LRC - 33% more than twice per week, 24% 1 - 2 times per week, 13% 1 - 2 times per month. and 15% 1 - 2 times per semester. In terms of adding value to students' education, of the services used, Computing and Printing Services on the first floor were used the most with 62% (33% of respondents had not used the service) finding the services to have a moderate to high value. Computing and Printing in the Reference area on the first floor was also highly utilized with 57% (38% had not used the service) indicating moderate to high value as well as in the fourth floor lab with 49% (46% had not used the service) indicating moderate to high value. All other services - Circulation, Course Reserves, Language Center Computer lab and Tutoring, Library Stacks, Writing Center, Reference, STEM Center, and STEM tutoring - also showed moderate to high value to students with those responding no to low-value falling between 5% - 9% of those having accessed the services. The level of satisfaction of experiences with staff, faculty and other personnel scores in the average to above average range for all areas. Responses showed that students are also predominately satisfied with the software and equipment provided in each of the service areas as well as with the physical spaces.

Although students rate the services, experiences with personnel, availability of equipment and software, and the physical spaces favorably, we will continue to strive toward improving the satisfaction in all areas. Since implementing the survey in the spring, several areas within the LRC have changed and services have been moved. It will be interesting to see the results from our next implementation of the assessment for comparison.

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

Students have identified several items and spaces as desirable additions/changes to the LRC and its service areas. Sixty-six percent of all respondents asked for more charging stations for mobile devices. sixty-two percent requested more quiet study areas and 51% ask for more group study rooms. Other requests include textbooks (50%), lounge seating (46%), book scanner/copier (40%), laptops for check out (34%, self-checkout kiosks (31%), and various types of seating/furniture. Since the survey was implemented, some of these items have been purchased/implemented. It is important to provide equipment and spaces that support student success.

**Please provide any other comments.**

Most of the individual service areas in the LRC collect and analyze data related to student success. The School Office supports those endeavors, though it does not collect data on student success as a result of that support.

# Form: "2019/20 Program Review Schools and Divisions Analysis Section"

Created with : Taskstream

Participating Area: Dean, Learning Resources & Academic Support Office

## School/Division Name

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**(REQUIRED) Type your School/Division name.**

School of Learning Resources and Academic Support

**Part A: In this section, please analyze your School or Division in terms of student success metrics as well as your contribution to the College's identity of being an Hispanic Serving Institution.**

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**(REQUIRED) A1. What metric(s) are you following most closely?**

The School for Learning Resources and Academic Support serves all students that walk into the front door. While data to determine the ethnic or racial identity of students is not collected when they enter, it is collected in many of the service areas. For example, in tutoring, the make-up of students accessing services is consistent with that of the student population at Mesa. In tutoring, the success of students for all ethnicities and races increases with Hispanic students seeing a higher level of success based on the number of visits to the centers. Tutoring, Professional Learning, the Library, and the STEM Center all receive support in funding from Title III and Title V Grants toward improvement of student retention, success, and persistence outcomes as well as toward increase utilization of the services.

**(REQUIRED) A2. Have you identified any racial/ethnic groups that are experiencing equity gaps in any of these metrics?**

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.

As the School for Learning Resources and Academic Support serves and supports the entire student population at Mesa, the racial/ethnic groups that are experiencing equity gaps are similar. While disaggregated data for many services offered in the LRC are collected and analyzed, racial/ethnic data is not collected or available for all students who enter the LRC to access services and space. For those areas that are able to collect this data, equity gaps are identified and actions are undertaken to address them.

**(REQUIRED) A3. What action, if any, has been taken to address these equity gaps?**

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.

The services of the LRAS School support the efforts to increase access and outcomes for disproportionately impacted students. For the Library this includes the hiring of an OER/Collection Librarian and an Equity and Engagement Librarian. The OER/Collection Librarian works to increase digital and free online resources for students and works with faculty to educate them and increase the number of low-cost/no-cost courses due to their adoption of OER. Research shows that high textbook costs negatively impact socio-economically disadvantaged and students of color at a disproportionate rate. The Equity/Engagement Librarian conducts outreach in various ways to introduce Library services to populations of students who traditionally do not access them and/or have not felt welcome in the Library. She also finds ways to make resources at the Library more accessible, such as creating posters with QR codes that help students to find them using their mobile devices. The Equity/Engagement Librarian has also become very familiar with our collection and has weeded out inappropriate titles that have been there for decades and may be offensive and/or cause a student to feel unwelcome. The STEM Center is an effort to support the success of and increase the access to STEM fields for those student populations that are disproportionately represented.

**(REQUIRED) A4. What actions, if any, have you taken as a result of the School Equity Reports?**

Several activities and programs have been implemented and positions hired as a result of the overall college efforts to address equity gaps. Many of these are those that take place in and/or are housed within the School of Learning Resources and Academic Support. The following activities are now in place with the intention of meeting equity goals as outlined in Mesa's 2019 - 2022 Equity Plan:

<b>OVERALL GOAL</b>	<b>LRAS ACTIVITY</b>
Fall to Spring Retention	LOFT Professional Learning
Transfer to 4-year Institution	Classroom Tutors, Equity Series
Completion of Transfer Level Math/English	Classroom Tutors, LOFT Professional Learning
Earned Certificate over 18 units, Associates Degree, or CCC Bachelor's Degree	Classroom Tutors, LOFT Professional Learning, Equity Series
<b>EQUITY GOAL</b>	<b>LRAS ACTIVITY</b>
Fall to Spring Retention - LGBT Female	Equity Librarian, MT2C Equity Series
Fall to Spring Retention - Veteran Female	MT2C
Completion of Transfer Level Math/English - Disabled Female	MT2C, LEEP Equity Series
Completion of Transfer Level Math/English Hispanic or Latino Male	Classroom Tutors, LEEP Series
Completion of Transfer Level Math/English Black or African American Female/Male	Classroom Tutors, LEEP Series
<b>DISPROPORTIONALLY IMPACTED POPULATION GOAL</b>	<b>LRAS ACTIVITY</b>
Transfer - Black or African American Male	Classroom Tutors, LEEP Series

Transfer - Foster Youth	Equity Librarian
Transfer - LGBT Male	Classroom Tutors, LEEP Series
Earned Certificate over 18 units, Associates Degree, or CCC Bachelor's Degree - Black or African American Male	LOFT, MT2C, LEEP Equ
Earned Certificate over 18 units, Associates Degree, or CCC Bachelor's Degree - Native Hawaiian or other Pacific Islander Male	LEEP Equity Series
Earned Certificate over 18 units, Associates Degree, or CCC Bachelor's Degree - LGBT	LOFT, MT2C, LEEP Equ

**(REQUIRED) A5. How does your School or Division contribute to the College's identity of being a Hispanic Serving Institution (HSI)?**

The School of Learning Resources and Academic Support is the benefactor and a partner for many of the programs that have been implemented as a result of our Title III and Title V grants. These include the creation of the LOFT and implementation of Professional Learning on a large and concentrated scale. Much of the content focuses on practices in and outside of the classroom that are shown to promote the success of disproportionately impacted students. Programming in the LOFT includes the Curriculum Redesign Institute, accelerated curriculum design, and other workshops and activities centered around equity. The classroom tutoring program also originated out of the HSI grant activities and like the LOFT and professional learning, has also been institutionalized and shown to improve the success of Hispanic and Latino males and all students in courses with CTs. All of the programs that have been supported and institutionalized have grown and continue to contribute to the increased success of DI students. The LRC also hosts many displays and activities that celebrate Hispanic heritage. The Day of the Dead activity and display is located in the LRC lobby every year at the beginning of November. Student poster presentations for Spanish class are also an annual event in the foyer of the LRC. Hispanic heritage month is also celebrated with book displays and activities.

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

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

Last year we identified two mid, to long-term outcomes on which the School of LRAS would be focusing; an increase in a sense of purpose and pride for LRAS staff, and a remodeling of the infrastructure/space of the LRAS to meet the needs of students, faculty, staff, and community. Both of these activities came from the School of LRAS Logic Model as developed by school employees during a leadership team retreat and finalized at a school meeting that included all employees of the school.

Since last year, we have seen the retirement of a supervisor, the resignation of two Instructional Assistants, and other challenges related to the health of employees and their dependents that have impacted staffing. We have not had any of the positions replaced due to the hiring freeze, though we have been able to appoint an acting supervisor. Nonetheless, the supervisors, staff, and faculty have risen to the challenge of maintaining the quality in service and hours the LRC is open. Anecdotally, this has resulted in better morale and pride. Another factor leading to better morale and pride is the collective

agreement of all school personnel, through training in and implementation of Interest-based Problem Solving, on how to best utilize the space and resources we have to support students' success. These efforts appear to have been successful, though we will have data to show actual results once annual survey results are available and a SWOT Analysis is performed.

The other area of focus - the efficient utilization of space within the LRC, also seems to be successful. There seems to be more traffic and increased use of all areas of the LRC. Services have been merged or located close to each other to minimize the inconvenience to students of having to refer them to a different part of the building. For example, all Math and Science tutoring is now on the first floor, rather than split between the fourth and first floors. This allows for more production from tutors who no longer need to move between floors and more efficient staffing. It has also resulted in the STEM Center being able to open the back doors and expand into the area that had previously been occupied by Reference Services. Likewise, Reference, Circulation and Reserve services are all located in the same general area. This alleviates the need for students to go to multiple areas to receive related services. Quiet study, semi-quiet, and group/interactive areas have also been clearly identified and in some cases expanded.

The next step in this area is to assess the effectiveness of the changes and to plan any further changes accordingly.