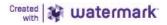# Program Review 2021-2022

Dean, Learning Resources

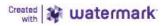**Created on: 12/01/2021 01:30:00 PM PST**
Last Modified: 02/05/2022 04:37:15 PM PST

San Diego Mesa College

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2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)
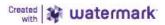
Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

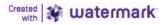**ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026**

MESA DATA DASHBOARDS

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REQUEST PORTAL

Appendix

A. **2021/2022 Program Review** (Form)

Form: "2021/2022 Program Review"

Created with : Taskstream
Participating Area: Dean, Learning Resources & Academic Support Office

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

Name of Lead Writer - Andy MacNeill

Name of Manager/Service Area Supervisor - Isabel O'Connor

(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

While it is clear that movement to the remote/online environment to deliver services to students certainly had both positive and not-so-positive impacts on students, it is too soon to say definitively what those impacts may be. Anecdotally, certain populations of students were able to access services that they may not have been able to previously due to personal circumstances, such as transportation, work hours, childcare or other family obligations. With the opportunity to access services such as tutoring, library services, assistance with technology, and for employees, professional learning, online either - synchronously or asynchronously - at times during which they were convenient for them, students and employees who may not otherwise have had access were served. On the other hand, those who do not readily have access to technology and need to access services remotely, may have not been served.

With the opening of the LRC this fall, students who may not have had a place to access the Internet or technology for their classes had a place to do so.

Though it is also too soon to determine the impact that other work supporting student success has had in the changes that have resulted to an online modality, there are data that quantify the support given to students and employees at Mesa as a result of the LRAS operations:

Student Technology checkouts - 1371 total

OER Savings to students - $1,136,181 Savings in more than 70 courses and 409 sections

Usage of LRC Space - Daily average of 231 students

Evaluations – 164 total evaluations done electronically fall 2020 through fall 2021

Professional Learning – 14 major programs/events with 100s of participants from faculty, classified professionals, supervisors, and administrators.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

There are several practices that have come about since the last program review cycle that should be continued. Most have come about due to the need to increase access to services to students and employees due to the move to the remote delivery of services. Our tutoring team has developed a robust online program that not only includes tutoring, but tech support for students as well. It is clear, though not in what proportion, that online tutoring needs to continue alongside face-to-face services after the return to campus. Similarly, the development of professional learning programs such as Faculty Inquiry Groups (FIGs), Teaching Tree, Mesa Online Support Team (MOST), MOSAIC, CEER, and other untethered offerings that support classroom faculty in infusing equitable practices into their work, should be sustained. The focus is on the humanization of education, whether synchronous or asynchronous, rather than purely on the technology used to deliver instruction. The impact on students is a more welcoming, affordable education in which their voices are reflected in courses and programs that are conducive to meeting their needs as learners. Services such as providing reserve materials to students and faculty by scanning with our KIC Scanners and emailing them or making them available in canvas course shells makes them more accessible as they are not limited to the few for any given course that are kept behind the circulation desk for limited checkout, should be continued, expanded, and improved. Similarly, the procurement of eBooks and databases with digital texts and media allow for remote access in lieu of having to come to campus to physically check out material. Increased access to live Librarians for reference appointments is another area that should continue to be developed as should the continued practice of a virtual eLRC for students to access online information and to ask questions and receive support in accessing other services. Technology checkouts to students who otherwise would have to find time to use the technology within the LRC instead of being able to do so from the comfort of their homes, is also an important practice to continue with regards to promoting equity and success. Likewise access for students to the Internet within the LRC instead of having to access it from the Student Services parking lot has provided access to those who may not have a vehicle within which to sit to access the Internet or not have a computer to do so. While the movement to remote services was swift and the learning curve high, the movement back to onsite activities is at least as challenging and has shown that much of the work to provide services from afar should continue.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.

Several of our services have been offered in alternate modalities since the last Program Review Cycle. While there is not a desire to discontinue them, there is a need to balance and improve upon them. For example, providing the services through an online modality has expanded access to students, faculty, classified professional and others. As we return to onsite activities we will need balance offering particular service that will best serve those who utilize them. Resource and staffing allocation will need to be distributed amongst the services and the modalities in which they are provided. Prior to moving to the remote environment, the tutoring program was a vibrant and successful in-person service. Over the last 20 months, it has become an equally vibrant virtual service. The change since the last program review

would be in maintaining both modes of delivery. The same is true for professional learning, reference, library instruction, Library services, and technical support.

Electronic faculty evaluations have been implemented since the last program review cycle and should continue, though not in its present form. The Faculty evaluations team had researched different software to allow for the entire evaluation process to be done electronically. A pilot was designed but not implemented due to a change to financial and other priorities at the District level. However, the move off campus required the team to design a rudimentary, yet labor intensive process, by which faculty evaluations could be completed remotely. The new practice has had its conveniences and challenges. The team recently worked with District-wide colleagues and administration and identified functions within the Campus Solution suite that would allow for a more efficient process for completing evaluations electronically. This too, unfortunately has been delayed, though a pilot and transition to the CS platform is expected in the near future.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

By far the college and District-wide practices that have most affected the LRAS and its service areas are related to hiring and retaining employees. The freezing of positions has made it difficult to to maintain the staffing levels needed to operate efficiently. This has been especially challenging in the Supervisor and Library Services areas. Similarly, hiring and onboarding process is extremely lengthy and complicated for hourly positions which impacts attraction and retention of quality tutors and clerical support. Once on boarded there are often errors in getting them input to the PeopleSoft system resulting in late payment of salary. Both the hiring paperwork and navigating PeopleSoft errors requires an extremely large amount of the supervisors' time, time that should be spent managing and leading their teams. The impact is that there are fewer tutors and support staff which results in students not always being able to get the services they need.

A college-wide practice that has positively impacted our program's ability to serve students is that of funding for Professional Learning, OER materials, Library databases and eBooks, technology for checkout, and space for students to study and access technology and the Internet. This has surely supported student success in their courses. Again, the impact of these practices will take time to analyze and discern.