Manager PIE Report



**Manager PIE Report**

Library & Learning Resources Manager

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Division Goals

**Goal Name**

Improve Student Success

**Division Goals**

Improve Student Success: Address equity gaps to increase student success through utilization and access of library, learning resources, and instructional technology.

**Goal Status**

Active

**Goal Year**

2020-21, 2021-22, 2022-23

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X
* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 2 - Goal 1: X
* Priority 3 - Goal 1: X

Updates on Goals

**Date of Analysis**

07/20/2022

**Results/Analysis of Progress**

Various units in the LLR Division have made progress in improving the rates of student success for our equity populations.   
  
The selected disproportionately impacted students who receive math tutoring will  
complete transfer level math at a rate of 5% higher than similar students who do not utilize tutoring. Measured annually.  
After reviewing the dashboards, ASAC met the goal for male Latinx/Hispanic students to say the rates were 5% higher. However,  
without controlling for gender, ASAC met the goal for 2020-/2021 and 2019/2020. According to the dashboard, we also met this  
goal for all Black African American students. A focus on bringing in more Black African American students is necessary.  
  
Success and retention data for DL classes have been consistently higher than for  
standard classes during the 2021-22 academic year. Continued analysis of course, program and institution-level data is necessary  
to understand the needs of students in the online environment and the ways in which the DL Faculty Coordinators, Committee,  
Director and the FCLT can help bolster student success.

**Reporting Year**

2021-22

**% Completed**

25

Updates on Goals

**Date of Analysis**

07/27/2021

**Results/Analysis of Progress**

The retention and success rates across ethnic groups in online courses did not reveal a big decline during the Covid-19 pandemic (see the RIE Data Dashboards). Although African American/Black and Latino groups' success rates are disproportionately lower than Asian and White students' success rates.

**Reporting Year**

2020-21

**% Completed**

75

Updates on Goals

**Date of Analysis**

07/13/2020

**Results/Analysis of Progress**

Data indicate a correlation between using the library, support workshops, and tutoring and increases course completion rates overall and by racial groups.

**Reporting Year**

2019-20

**% Completed**

75

Division Goals

**Goal Name**

Make Data Informed Decisions

**Division Goals**

Make Data Informed Decisions: Use outcomes and other data to inform analysis and assessment throughout the Division.

**Goal Status**

Active

**Goal Year**

2020-21, 2021-22, 2022-23

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* 4. Data-Driven Analysis for Growth and Improvement: X
* Ongoing/Multi-Year Goal: X
* Ongoing/Multi-Year Goal: X
* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 3 - Goal 2: X
* Priority 4 - Goal 2: X

Updates on Goals

**Date of Analysis**

07/20/2022

**Results/Analysis of Progress**

The LLR division faculty, staff, and managers use data for our work as our habit of mind and deed:  
  
-Use student registration data to add/cancel classes and whether to add online and in person sections  
-Rely on faculty feedback on annual surveys to improve FCLT resources and services to faculty  
-Gather student usage data on library and ASAC services for success rates  
-Use demand vs. services provided data to convey need, e.g., a 69% increase in demand for SI  
-Built-in solicitation of librarian and classified staff feedback on the new LSP features and potential for improved workflows

**Reporting Year**

2021-22

**% Completed**

25

Updates on Goals

**Date of Analysis**

07/13/2020

**Results/Analysis of Progress**

The LLR division faculty, staff, and managers use data for our work as our habit of mind and deed:  
  
-Use student registration data to add/cancel classes and whether to add online sections  
-Use student feedback to validate the type of library furniture and study spaces provided  
-Gather student input on what the new library should offer to them  
-Rely on faculty feedback on annual surveys to improve FCLT resources and services to faculty  
-Gather student usage data on library and ASAC services for success rates  
-Use demand vs. services provided data to convey need, e.g., a 69% increase in demand for SI  
-Built-in solicitation of librarian and classified staff feedback on the new LSP features and potential for improved workflows

**Reporting Year**

2019-20

**% Completed**

75

Division Goals

**Goal Name**

Optimize Use of Technology

**Division Goals**

Optimize Use of Technology: Administer and support use of technology for teaching, learning, and research.

**Goal Status**

Active

**Goal Year**

2020-21, 2021-22, 2022-23

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* 1. Curriculum Currency and Process Improvements: X
* 3. Infrastructural Support for Instruction: X
* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 1 - Goal 2: X
* Priority 3 - Goal 1: X
* Priority 4 - Goal 1: X

Updates on Goals

**Date of Analysis**

07/20/2022

**Results/Analysis of Progress**

During this year software and technologies continue to allow LLR to support students online and in person.  
  
Library played a leading role in providing students laptops and hotspots to support equitable access to learning hardware and software.   
  
Canvasadors: Mt. SAC students dedicated to helping their peers navigate Canvas offered online assistance and Canvas workshops every semester.  
  
Online Tutoring: ASAC created and sustained online tutoring for the year by using canvas and zoom.  
  
Library faculty increased efforts towards acquiring e-textbooks, new databases, and promoting the adoption of Open Education Resources (OER).  
  
FCLT continued to provide access to important instructional tools to support teaching such as Screencastomatic, HonorLock, and Cidi Labs and will add Impact/EesySoft for in-line support, analytics and communication inside of Canvas.   
  
Library used Zoom and Canvas to provide online reference, instruction (synchronous and asynchronous) and research consultations.

**Reporting Year**

2021-22

**% Completed**

50

Updates on Goals

**Date of Analysis**

07/27/2021

**Results/Analysis of Progress**

During this year which was entirely online software and technologies continue to allow LLR to support students online.  
  
Canvasadors: Mt. SAC students dedicated to helping their peers navigate Canvas offered online assistance and Canvas workshops every semester.   
  
Online Tutoring: ASAC created and sustained online tutoring for the majority of 2020 and 2021 by using canvas and zoom.  
Library faculty increased efforts towards acquiring e-textbooks, promoting the adoption of Open Education  
  
Resources (OER), acquiring new databases in support of remote instruction (streaming media, biology, and antonym databases).  
  
FCLT rolled out critically important tools to support online teaching such as Screencastomatic, Cidi Labs, DesignPLUS, Otter.ai, and VITAC.  
  
Library used Zoom and Canvas to provide online reference, instruction (synchronous and asynchronous) and research consultations.   
  
Review online proctoring tools resulting in the discontinued use of Proctorio after Summer 2021 and to use HonorLock effective Fall 2021

**Reporting Year**

2020-21

**% Completed**

50

Updates on Goals

**Date of Analysis**

07/13/2020

**Results/Analysis of Progress**

COVID-19 necessitated using Canvas to deliver instruction online: nearly 100% of all faculty used Canvas by end of 2019-20.  
  
Many tools and resources are integrated in Canvas, thereby optimizing the opportunity for faculty and to know about them and use them. New tools were deployed to improve course design and accessibility and to save faculty time: e.g., Cidi Labs DesignPLUS, Screencast-o-matic, and Ally. The Canvas Faculty Center and the Mountie Student Hub as course shells within Canvas streamlines how both groups get access to helpful resources. The new Canvasadors peer-suport program actively supported students with information and help with navigating in Canvas and commonly used educational technology tools.  
  
The Library implemented the new Library Services Platform Alma, and library employees are analyzing workflows and processes for what the system can do to support the library. For a year, the Library will be running two library systems during the transition.

**Reporting Year**

2019-20

**% Completed**

75

Division Goals

**Goal Name**

Increase Campus-wide Awareness of LLRDL Services

**Division Goals**

Increase Campus-wide Awareness of LLRDL Services: Utilize effective outreach and marketing of courses, library materials, workshops, online learning resources, supplemental instruction (SI)/tutoring, and campus partnerships.

**Goal Status**

Active

**Goal Year**

2020-21, 2021-22, 2022-23

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* 2. Increase Student Success, Retention, and Completion : X
* 5. Publicizing Instructional Programs: X
* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 3 - Goal 1: X
* Priority 3 - Goal 2: X
* Priority 4 - Goal 2: X
* Priority 6 - Goal 1: X

Updates on Goals

**Date of Analysis**

07/20/2022

**Results/Analysis of Progress**

The LLR division created a division wide marketing team to maximize efforts to promote division courses, services, and events. Use of social media and the student portal were used extensively for marketing.  
  
The ASAC carried out these particular activities:   
• Created new Canvasador Webpage and posted new banner outside of Building 6  
• End of Semester De-Stress Activities- in person fall 2021 and spring 2022  
• Purchased 3 banners and 10 yard signs for advertisement of ASAC location.  
• Maintained campus communications by submitting timely portal announcements for students  
• Facilitated session during Faculty Flex Day 2021 on ASAC services and benefits of academic support.  
  
The Library   
• Collaborated with other campus units on Library Exhibits as a way of engaging students.  
• Continued to use social media to promote library services.

**Reporting Year**

2021-22

**% Completed**

50

Updates on Goals

**Date of Analysis**

07/20/2022

**Results/Analysis of Progress**

this goal will be archived

**Reporting Year**

2020-21

**% Completed**

100

Updates on Goals

**Date of Analysis**

07/27/2021

**Results/Analysis of Progress**

The LLR division created a division wide marketing team to maximize efforts to promote division courses, services, and events. Use of social media and the student portal were used extensively for marketing.   
  
ASAC oversaw a major redesign of the Mountie Student Hub canvas shell in collaboration with other academic support centers and FCLT which will facilitate outreach to the campus for all academic support centers.   
  
The ASAC Director participated in the Student Services Zoom at Noon series fall 2020 and spring 2021 where she was able to share information about division services to new students.

**Reporting Year**

2020-21

**% Completed**

50

Updates on Goals

**Date of Analysis**

07/13/2020

**Results/Analysis of Progress**

This is a perennial goal for which data have indicated progress: Fall 2019 showed good usage numbers at least on par with Fall 2018. However, Spring 2020 shows a sharp decline due to COVID-19, and students could not find online services easily and students had several steps to accessing/using resources.  
  
Through Guided Pathways, academic support coordination project, LLR's partnership with teaching faculty, counselors, academic support centers, and student services has deepened the integration of LLR resources in teaching and learning. This work continues and will inform how EAB Navigation early alert/referral and the Mountie Student Hub may be used to connect students to academic support resources.

**Reporting Year**

2019-20

**% Completed**

50

Division Goals

**Goal Name**

Enhance LLRDL Facilities and Infrastructure

**Division Goals**

Enhance LLRDL Facilities and Infrastructure: Expand existing facilities, staffing, services, professional development, and funding to address equity gaps and better meet the needs of our campus community.

**Goal Status**

Active

**Goal Year**

2022-23

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* 3. Infrastructural Support for Instruction: X
* 6. Grants and Partnerships: X
* 7. Professional, Team, and Organizational Development : X
* Meeting Instructional Programs' Critical Needs : X
* Ongoing/Multi-Year Goal: X
* Ongoing/Multi-Year Goal: X
* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 2 - Goal 2: X
* Priority 3 - Goal 2: X
* Priority 5 - Goal 2: X

Updates on Goals

**Date of Analysis**

07/20/2022

**Results/Analysis of Progress**

The Library replaced 40 chairs in the Group Study room to provide more comfortable seating for students.  
  
The Library installed 4 scanners to provide more access for student to scan rather than photocopy.   
  
The Library will be installing new video and display technology in room 222 to provide a more modern projection system.   
  
The ASAC will be installing 50 new mac computers in the learning lab.   
  
New flooring was installed in the technical services area.

**Reporting Year**

2021-22

**% Completed**

50

Updates on Goals

**Date of Analysis**

07/27/2021

**Results/Analysis of Progress**

Due to the Covid-19 pandemic Building 6 had a new HVAC system upgrade. This will provide cleaner air to circulate though out the facility.  
  
The Library replaced 30 chairs in the Quiet Study room to provide more comfortable seating for students.   
The Library Installed some new furniture in the Quiet Study room to make the space more appealing and more appropriate for individualized studying.   
  
LLR faculty, staff and managers, participated in the development of the new library building state funding proposal to be resubmitted and the remodeling of Building 6 discussions with campus facilities and contracted architects .

**Reporting Year**

2020-21

**% Completed**

50

Updates on Goals

**Date of Analysis**

07/13/2020

**Results/Analysis of Progress**

LLR Division participated in planning dialogue about the new LRC building. It was decided that the new building will only house the library and LLR division office while the remainder of the units will stay in a renovated Building 6. The new library project planning was underway for state funding; if approved, design for the new library will occur in 2020-21. The renovation of Building 6 will take place after 2026.   
  
-The new student furniture in the library -- with a variety of options plus 200 new chairs -- has increased students' stay in the library. Student feedback shows the importance of the library as a quiet space for studying with librarians, staff, textbooks, and equipment to support them.  
  
Improvement projects are on hold due to COVID-19 and renovation of Building 6 (after 2026)  
-The library reference desk desperately needs remodeling so that ADA requirements and librarians' goals for delivering reference consultations are met. Library technical services (processing) space has dilapidated floor tiles that cause a hazard if not replaced.  
-No space, fewer SI: The Supplemental Instruction program is highly effective but severely limited in its capacity due to an acute need for space. The demand for SI jumped by 69% from last year, but without study rooms, this high-impact student success program cannot expand its impact.   
-FCLT's needs for improved faculty training and content (video) development space is on hold.   
  
ASAC and Learning Assistance  
New carpet for first floor ASAC, offices, and classrooms was installed by the start of Fall 2019. Not only aesthetically more appealing, the new carpet means safer conditions in which to teach, to learn, and to work for all who use those spaces.

**Reporting Year**

2019-20

**% Completed**

50