

The Learning Resources Division experienced significant reduction and program change in 2009-2010 as a result of another round of Budget Reduction due to the State budget crisis. The Division Dean position remained vacant and the Student Success Center was reorganized with a July 1, 2010 closure of College Readiness and elimination of Classified and Faculty positions. The Distance Learning Program also had a vacant Supervisor position with the Instructional Designer working out of class to cover two positions. Despite these challenges, all areas within Learning Resources made significant progress in the development of Student Services Learning Outcomes and continue to provide quality service to students and faculty. What follows are highlights from each area:

Distance Learning

Enrollment has grown compared to overall De Anza enrollment. The program continues to support faculty training in effective design and facilitation of distance learning courses, which includes regular and effective contact with students. The program has also actively worked with DSPS and the Student Success Center to integrate instructional support and student services into distance classes. In Summer 10, all telecourses that used commercial videos and had minimal student contact were converted into online classes with lower cap and higher student interaction. A goal that has yet to be realized is the creation of fully distance degrees.

Library

All LCEN classes are taught in distance modality. The enrollment has grown from 115 to 161 students over a three-year period, which is an increase of 71%. The demographics of students with Captured Library Activity for Fall 2010 show that all targeted groups have library activity rates above their respective percentages of the student body as a whole. While Library instructors have become more proficient in the use of Catalyst and Library instructors work individually with students, the equity gap has remained the same (15%) since the 2008 Comprehensive Program Review, and this gap must be addressed by the faculty through culturally responsive pedagogy training.

Student Success Center

Despite the reorganization and significant reduction of staffing and programs, many of the promising practices described in the 2008 program review have continued and expanded. The SSC regularly collaborates with student and cohort groups such as LEAD!, Puente, FYE, Sankofa, EOPS, OTI and DSS/EDC, MPS and Athletics by providing and/or training tutors, conducting diversity and cross-cultural communication workshops, and customizing tutoring, skills, and workshop support for specific populations. The SSC has worked closely with DARE and initiated several grant-funded (Title III) efforts related to student equity. Since participation rates among underrepresented students tends to increase when tutoring is structured into courses, current pilot projects include class-assigned tutoring, workshops for ESL 251 and 253 students, a customized menu of support options required for students in EWRT, LART, and READ 200,

collaboration with the MPS program, Enable Math and targeted tutoring for developmental math courses.