



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2021-22

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **200700**

Department: **University Library**

Fund Code: **IR290**

Prepared By: **Sarah Baker and Anna Ramirez**

Program Code: **[REDACTED]**

Budget: **\$ 12,300.00** Expenditure: **\$ 12,300.00**

Project ID: **[REDACTED]**

Please use evidence-based data including year-end financial reports and historical data for comparison.

- 1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.**

The goal of the PAIR Mentor/ Student Research Consultants (SRC) program is to help students develop their research and citation skills. SRCs model best practices, guiding students through the research process and helping them strengthen these core academic skills to become more independent researchers. Students are then able to find and use information from reliable and authoritative sources, and in collaboration with the writing center tutors, students learn how to effectively integrate this information into their research papers. Ultimately, this leads students to be more successful in their college careers, thus supporting the student success strategic initiative. Student Research Consultants provide a welcoming and safe space, offering peer-to-peer assistance regardless of students' prior experience with research, technology, or their need/type of accommodation, further aligning the program with the strategic directive of providing a welcoming and inclusive campus. The Student Research Consultants are generalists and support student research across disciplinary boundaries, thus also aligning the program with the strategic area of academic distinction.

- 2. Provide key performance metrics to measure and sustain success.**

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (February 3 rd - March 13 th)
# of total respondents	232	106	282	284	504	143
Busiest day	Monday	Tuesday	Thursday	Thursday	Tuesday	Tuesday
Average session time	20 min.	20 min.	10-30 min.	10-30 min.	10-30 mins	10-30 mins
# of Grad students helped	21	17	16	23	51	13
# of Undergrad students helped	206	87	212	240	437	115
Type of Assistance Requested						
Style Manual/Formatting/RefWorks	103	37	130	126	215	56
Finding articles/ choosing databases	60	41	100	108	204	68
Other: library services, broken links/ access issues, referrals to other units	69	28	52	50	85	19

	Fall 2020	Spring 2021	Fall 2021	Fall 2021	Spring 2022	Spring 2022
	Chat questions	Chat questions	Chat questions	Navigate appointments	Chat questions + drop-in questions	Navigate appointments
# of total respondents	403	384	470	209	385 total 347 chat 38 drop-in (in-person)	123
Busiest day	Thursday	Tuesday	Tuesday	Wednesday	Tuesday	Friday
Average session time	10-30 mins	10-30 mins	5-10 minutes	30 mins	5-10 minutes	30 mins
# of Grad students helped	6	9	9	24	14	8
# of Undergrad students helped	53 (with 335 transactions not specifying patron type)	36 (with 324 transactions not specifying patron type)	79 (with 356 transactions not specifying patron type)	185	73 (with 289 transactions not specifying patron type)	115
Type of Assistance Requested						
Style Manual/Formatting/RefWorks	61	25	27	93	26 (chat) 15 (drop-in)	52
Finding resources on a specific topic/ choosing databases	235	246	253	116	207 (chat) 19 (drop-in)	71
Other: library services, broken links/ access issues, referrals to other units	107	113	183	N/A	114 (chat) 4 (drop-in)	N/A

3. Describe program outcomes and results. Identify challenges encountered.

The Student Research Consultants (SRCs) have progressively helped more students from semester to semester. Fall is generally much busier than spring, so more SRCs are staffed per shift. It is always challenging to find the peak times of the day and the semester and staff more SRCs during those times.

We have changed our staffing models multiple times in the past few years. In Fall, 2019, SRC hours included a Sunday 12:00 pm -6:00 pm shift. Due to popular demand, after-hours writing center hours were also extended that semester, to four 6:00 pm-8:00 pm shifts per week (Monday-Thursday).

Writing center tutors worked alongside research consultants during these two hours per evening,

offering a glimpse into the combined in-person services that will eventually be available in the Center for Academic Success. These evening and Sunday hours were discontinued at the beginning of the pandemic and have not been added back into the schedule.

One major challenge to the SRC program occurred during the Spring 2020 semester. All library faculty, staff, and student assistants began working remotely on March 17th due to Covid-19. Suddenly all point-of-need research and citation questions would be answered exclusively using chat. As this was an entirely new system and way to answer questions for both SRCs and librarians, it was decided that librarians would answer all chat questions for the remainder of the spring semester and the SRCs would attend CSU Learn workshops and other virtual training sessions about Zoom, customer service, accessibility, etc. The SRCs would also attend 24 hours of intensive summer training sessions in preparation for answering research and citation questions via text chat and Zoom during the fall 2020 semester.

Another important change to the SRC program's service model was during the Fall 2021 semester when the SRCs joined the Navigate system offering 30-minute Zoom appointments for either basic research help or citation help. SRCs continued to answer chat questions during this time, staffing two service points and modes of service.

The additional service point for Navigate required hiring and staffing more SRCs and created some challenges regarding Navigate reporting. Many appointments were created, but the majority of those appointments were no-shows and canceled appointments for students accidentally making appointments with the wrong campus unit, i.e., students needing advising or tutoring making appointments to meet with SRCs. Changes have subsequently been made (fall 2022) to the Navigate setup so that this problem no longer occurs so frequently. We will continue to assess our service and make changes to staffing models and the Navigate system as necessary.

Students have provided very positive feedback regarding the SRC program:

98% of students surveyed stated that they would refer a friend to the Student Research Consultants and 98% of students stated that they felt more confident in their research after a visit to the SRCs.

The following comments were taken directly from the comments from the SRC Survey that students complete at the end of their Navigate appointment:

“(SRC name) was very helpful!! Thank you.”

“This is such a great service, it has helped me tremendously and I don't know what I would have done without it.”

“(SRC name) was very helpful!

“Great and patient help.”

“(SRC name) was great! Will recommend other students visit her.”

“Amazing help. Thank you.”

“Thanks for the help!”

“Very helpful.”

"The SRC was great! Very patient and taught me great tactics."

"(SRC name) was very helpful and helped me understand."



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Division: **Academic Affairs**

Dept ID: **200700**

Department: **University Library**

Fund Code: **IR369**

Prepared By: **Kendall Faulkner**

Program Code:

Budget: **\$ 4,000** Expenditure: **\$ 4,000**

Project ID: XXXXXXXXXX

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

This year the campus community selected Thi Bui's *The Best We Could Do*, a graphic novel and memoir, for the One Campus, One Book (OCOB) program. The book focuses on Bui's family in Vietnam before and after the War, their journey as refugees to the United States, and their acculturation into American life. It was the first book by a woman or by an Asian American since the 2014 program. While the plot memoir revolves around the civil war in Vietnam, it also explores themes of family and motherhood, and various types of trauma. While the program has explored issues around immigration before, this book allowed the community to consider what it means to be a refugee and what our responsibility as a Nation is in helping refugees. This was a particularly timely topic during the fall of 2021, with the American withdrawal from Afghanistan and the refugee crisis that it created. Furthermore, the use of graphic novels allows students to consider ways of visual expression and develop visual literacy skills.

The book was utilized in courses across the campus, including many of the Introduction to Higher Education classes.

2. Provide key performance metrics to measure and sustain success.

- Degree to which professors incorporated the book into their courses.
- Number of students to which we could provide a free copy of the book, in support of affordable learning materials.

- Attendance at OCOB campus events
- Engagement with OCOB 2019-2020 Research Guide.

3. Describe program outcomes and results. Identify challenges encountered.

- Incorporation into First Year Writing Program classes.
- We provided a free eBook copy to all Cal State LA students garnering XX number of views, and 60 print books that we mailed to students, in support of affordable learning materials.
- Approximately 150 people attended the Author Talk.
- 3649 number of views on the OCOB 2020-2021 Research Guide.

The program faced several major challenges this year. First, our library liaison to the English Department and Chair of the OCOB committee left the university just before the fall began. While the book was still used in the first-year writing program, we were not able to make the same strong connection as we had in the past. Additionally, leadership changed in several key campus partner areas (i.e., Cross Cultural Center) which meant the committee was largely acting on its own without the support of other areas.

Secondly, another big supporter of the program in past years was the NSS IHE courses. Unfortunately, the current coordinator chose not to include the book. In talking with her, it appeared that she and the other instructors struggled with understanding how to use the book and facilitate challenging discussions. A possible remedy to this issue that could increase adoption in all classes would be to provide funding to faculty in associated subject areas to create example lesson plans and assignments for the book that could be adopted by other faculty.

Thirdly, a reoccurring challenge is the cost of author speaker fees. The typical fee for a mid-tier author is \$10,000. The current funding does not meet this need. The difficulty of negotiating with the author, and seeking additional funding pushed back the program significantly and left no funds for other programming.

Given these ongoing issues, we have paused the OCOB program for the '22-'23 year. The success of this program and students success broadly should not hinge on one person or one area, but should be a campus effort. Going forward, OCOB programming be led by a community of campus stakeholders, including but not limited solely to The Library.