



**CALIFORNIA STATE UNIVERSITY, LOS ANGELES**  
**RESOURCE ALLOCATION PLAN**  
**FISCAL YEAR FY19/20**

**RAP-6**

**ACCOUNTABILITY REPORT**  
**(Applicable To All Funds)**

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Division: **Academic Affairs**

Dept ID: **200700**

Department: **University Library**

Fund Code: **IR290**

Prepared By: **J Chang, S Baker, A Ramirez**

Program Code: **[REDACTED]**

Budget: **\$ 12,300.00**      Expenditure: **\$ 12,299.00**

Project ID: **[REDACTED]**

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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 them through the research process, helping students strengthen these core academic skills. 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 career, 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.

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

Question	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (February 3 <sup>rd</sup> - March 13 <sup>th</sup> )
# 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: other resources, library services, broken links, annotated bib, how to get started, choosing, narrowing topics	69	28	52	50	85	19

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

The Student Research Consultants 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 a challenge to find the peak times of the day and the semester and staff more SRCs during those times.

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 work 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.

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

summer training sessions in preparation for answering research and citation questions via text chat and Zoom during the fall 2020 semester.

Students have provided very positive feedback regarding the SRC program. 100% of students surveyed stated that they would refer a friend to the Student Research Consultants and 99% 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 SRC Survey that students complete at the end of their research session:

*"(SRC name) was very informative, professional and knowledgeable on how to conduct research. I am really grateful for his help and support in regards to my research papers. Thank you."*

*"The research consultants are a great asset for the university. Thank you for your help."*

*"I am no longer stressed out thanks to (SRC name) 😊"*

*"(SRC name) helped me figure out APA!"*

*"(SRC name) was fantastic, so helpful and kind."*

*"This help for students is great!"*

*"It's a great resource that I'm very grateful to have."*

*"I would like to recommend (SRC name)'s help for all my friends."*

*"So glad I came. (SRC name) helped me how to find journals and how to narrow my search."*

*"(SRC name) was extremely helpful in showing me how to use the databases and how to use Refworks- both will come in handy for my thesis. I would highly recommend him!"*

*"Keep up the good work library staff, thanks for everything."*



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RAP-6

ACCOUNTABILITY REPORT  
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **200700**

Department: **University Library**

Fund Code: **IR369**

Prepared By: **J Chang, P Stoothoff**

Program Code: [REDACTED]

Budget: **\$ 4,000.00**      Expenditure: **\$ 4,000.00**

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.**

This year the campus community selected Ledesma's *Diary of a Reluctant Dreamer*, a truly unique graphic novel and memoir. The book focuses on Ledesma's life growing up undocumented in California and journey to becoming a university professor, along with his struggle in finding a voice to communicate his journey. By selecting a book that celebrates undocumented students and highlights their experiences, we were able to plan programming that created an inclusive environment for the Dreamers on Cal State LA campus, while engaging all students in important conversations around immigration and education. The book was utilized in courses across the campus, including many of the Introduction to Higher Education classes. Course instruction and student success was supported by the program planning throughout the year, which helped engage students with the book content both in and outside the classroom.

**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: kick-off event, faculty panel, author talk, and zine workshop.
- Engagement with OCOB 2019-2020 Research Guide.

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

Program Outcomes and Results:

- 200 students attended a Kick-Off Event, where 30 students received a free book.

- Four Cal State LA Faculty presented at a Faculty Panel on book themes, with approximately 50 attendees.
- An Author Talk with Dr. Ledesma, with approximately 150 to 200 students in attendance.
- A virtual Zine Workshop hosted by LA Zine Fest, with approximately 10 students/faculty in attendance.
- Bought approximately 50 books for new faculty and campus administrators
- Approximately 40 book titles were suggested by the Cal State LA Campus community before *Diary of a Reluctant Dreamer* was selected by a committee composed of library and departmental faculty.
- Library reserves checked out *Diary of a Reluctant Dreamer* approximately 138 times to students free of cost.
- Approximately 1300 views of 2019-2020 OCOB Guide.
- Purchased and made available seven eBooks on related topics, including literature about inequality and immigration, and graphic novels authored by Latinx writers.

In March of 2020, the Library and University closed due to COVID-19. While the majority of our programming occurred in the Fall semester, we adapted a few Spring 2020 activities for the virtual online setting. We successfully hosted a virtual Zine Workshop in of April 2020. We also purchased eBook titles on similar topics for our collection, and made the titles readily accessible through our OCOB Guide (see program outcomes above).