

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTION

A critical, intellectual center of Los Angeles Southwest College is its Library. This light-filled structure standing within the heart of the administration building, with its librarians, staff, and technicians are act as competent guides for the students. The Library houses the campus art gallery, the English department's Learning Resources Center and a tutoring center. The Library itself, its book stacks and online card catalog, is where students go to search for the world beyond themselves and where faculty send their students for learning support services. The Library has been proactive in planning cultural diversity celebration, displaying ethnic and cultural artifacts and pictures during appropriate times of national and state recognition.

The librarians interact with the instructional faculty not only on campus-wide committees, but through the librarians' involvement of the instructional faculty in the selection of new books and periodicals. In addition, librarians encourage instructional staff to reserve for their students textbooks currently used in the classroom. In addition, instructors may take their classes on tours of the Library.

According to the Library's most recent tally, it has 61,500 books and subscribes to 200 periodicals; its electronic volumes include 700 full-text electronic periodicals and newspapers and 6,000 full text electronic books. It also houses 500 video tapes, 20 audio tapes, and 300 CD ROMs. There are currently 301 textbooks on reserve. In addition, the Library has 15 computers and 30 electronic research databases for student use. Students can find 200 non-text books on reserve and have, at their request, special collections, including 150 volumes for child development, 150

volumes for nursing, 75 volumes for theatre arts, and 20 test preparation books.

Learning support services include a Mathematics Laboratory that provides needed assistance to help students succeed in traditional mathematics classes. The college created the laboratory in fall 1999 and it houses 24 computers for students to use along with tutors. The program that is used is *Plato: Interactive Mathematics*. An Instructional Assistant hired in fall 2005 assists in guiding tutorial services.

The Learning Resource Center (LRC) is another support service that provides instructional support and self-paced learning programs to support LASC's instructional courses. Instructional modalities in the LRC include peer tutoring, basic skills laboratories, and a computer laboratory that offers internet and email access as well as access to financial aid applications, grades, unofficial transcripts, and printing. There are audio/visual tapes and films for self-paced student learning in anatomy, accounting, history, chemistry, mathematics, political science, psychology, speech, earth science, Spanish, French, and astronomy. The LRC also supports Program Accelerated College Education (PACE) and Instructional Television (ITV) by making videos available for students. The LRC staff is creating a catalog to describe what is available for checkout and use in the LRC. In addition, the college has computers reserved for the *New Century Education* software program that provides highly efficient instruction. Other computer programs currently installed for student use in the LRC are virus protection software, *Internet Explorer*, *Windows Media Player*, *Windows Movie Maker*, *Windows Messenger*, *Microsoft Office*, including *Word*, *Excel*, *Access*, *Power Point*, *FrontPage 2003*, and *Publisher*. Additional

computer programs include *Acrobat Reader 6.0*, and specifically for the nursing students *NCLEX RN 300*, *Dosage and Calculation Made Easy*, *Meds Software*, *NCLEX-RN Success 2000 4.0*, *Test-Taking RN 2.0*, *RN Essentials 3.0*, and *Test Taking for Beginning Nursing Students*. The LRC provides tutoring to reinforce skills in English, mathematics, and others subjects that provide academic assistance by offering tutoring across the disciplines for any students who need the additional help.

Other learning support services on campus include:

- CalWORKs program provides several tutorial options in skill development in English and mathematics through the Center for Academic Workforce Excellence (CAWE) located on the third floor of the Library;
- Computer Applications and Office Technology (CAOT) Laboratory, located in the Lecture Laboratory (LL) building, offers specialized tutoring for the CAOT classes;
- Nursing Skills Laboratory supports the nursing students in the program. The faculty provide input into the software and services as the laboratory is a direct support for the nursing program;
- Disabled Students Programs and Services area provides tutoring and technology support for the disabled students programs. These services include assistance with course work, help with assignments, and lending materials;
- The Title V open access laboratory specializes in software for English as a Second Language (ESL) students.

EVALUATION

The Library houses books, periodicals (in both print and electronic format), electronic research online databases, videos and DVDs, CD ROMs, audiotapes, newspapers, indices, and an extensive reserve book collection to effectively provide for students' research needs. Students use the materials as their coursework demands and for personal or work-related needs. Seventy six percent of the students who completed the recent survey responded that the Library is available and open at convenient times. However, in the open-ended questions, student comments indicated a need for more evening and weekend hours.

Librarians play a pivotal role in ensuring that students learn to use both print and electronic resources to meet their lifelong information needs. The Library is currently one of the places on campus where students can study individually or in groups. Although the proposed student lounge in another building will help toward meeting the social needs of students, the possible noise level alone will create an atmosphere unsuited to study. It is expected that for a variety of reasons the Library will remain an viable facility for study and research.

Another high demand service offered by the Library is the loaning of reserve textbooks. Many of the college's students do not have sufficient funds to purchase their own books, and reserve textbook loans are an important tool in helping these students keep up with their studies and stay in school.

The Library invites instructors to evaluate collections in their areas of study and make recommendations for purchase or housing of discipline related materials through a "suggested book purchase" form. The librarians work closely with the faculty. For

example, the nursing faculty has worked hand-in-hand with the library staff to update core materials in that discipline and to create a specialized index of all articles on reserve for use by nursing students. Furthermore, plans are underway to offer electronic access to nursing journal articles through the Library website beginning in 2006. Another area has been the legal courses in which the librarian has worked with the faculty to update the college's law collection. In response to a request from a business department faculty member, the Library also now offers students access to and loan of reports from an extensive company annual report collection.

One of the challenges facing the Library is the need to have updated books and electronic resources. Of the students who completed the survey, 74 percent thought the libraries collection of books and magazines were modern and well maintained. Over the past year the Library acquired 1,901 new books, with over 300 books waiting cataloging. In addition, the librarians have been very proactive in getting donated books. Another concern is the limited amount of shelf space to house books and store other materials.

Currently, there is a considerable amount of underutilized space throughout the Cox building. The college plans to use Propositions A and AA funds to move the Library to the second and third floors and use the present first floor of the Library, along with the unused patio space and art gallery on the first floor, as an information commons and outdoor study area. The large hallways, learning skills centers, and classrooms on the second and third floors will be converted for library use. In order to adequately serve students, the library has proposed that a portion of this underutilized space to be set aside for a wireless-enabled

bibliographic instruction room to accommodate classes. This wireless multi-use instruction area could be secured when not in use to allow the space to be used by other departments as needed or for additional study space for students. Substantial additional reinforced shelf space was also proposed.

All of the learning support services are a valuable resource for the student. Although a number of learning support laboratories exists on campus coordination has been a challenge. This is currently being addressed by the Tutoring/Learning Support Services Committee composed of faculty and administrators. The long-term solution is to house learning support services and laboratories in the same facility as part of the remodel of the Cox building through Prop A and AA funds. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

PLANNING AGENDA

- Purchase software, licensing, cooperative ventures, and books for the Library and other learning support services.
- Expand and update technology in the Library and learning support services.
- Renovate the Library and other learning support services areas using Prop A/AA funds.
- Coordinate and communicate the various learning support services.

II.C.1b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills information competency.

DESCRIPTION

The Library offers a variety of methods to assist students in learning how to avail themselves of the resources on campus, one of which is a course in *Library Science 101: Library Research Methods*. Librarians offer individualized information navigation instruction that is tailored to each student's assignment and instruction on use of library resources for classes that are accompanied by their instructors. The Library develops handouts and other materials that explain the services, in addition to remote access to library databases. The college employs a number of support staff, including library technicians, student assistants, and work-study students who are trained both in content and equipment use to assist library users. Instructors may also take their classes, with prior notice, on tours of the Library to enhance student's information competency skills.

Learning support services provide individualized assistance to students through tutoring and computer-aided instruction. In addition, the college conducts workshops in computer literacy to further develop information competency skills.

EVALUATION

While the college offers a course in Library Science, it is often under enrolled. Currently, department chairs are encouraged to align class schedules with Library instruction. Under faculty guidance, students also attend a Library orientation thereby increasing information competency. The college recognizes the importance of infusing information competency across the curriculum. Instructional aides and other assistants provide help to students in laboratories and resource centers on campus. In findings from the recent survey, 45

percent of the students stated that they sometimes use the Library, tutoring centers, or computer labs. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

PLANNING AGENDA

- Through the Curriculum Committee, encourage the infusion of information competency into the curriculum.

II.C.1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTION

The Library is accessible to both day and evening students and personnel through two main outside entrances and a book-secured entrance and exit into the Library proper. In addition, an elevator inside the library proper provides safe and easy access for those who cannot take the inside stairs to the second and third floors.

Learning support services are accessible during the day and in the evening, as well as some services on Saturdays.

However, to further address student concerns, there is a need to have services available for the extended hours.

Proactively the Library has implemented remote access to over 30 databases, "Net Library" (a collection of 7,000 full text electronic books online), and the catalog, allowing students access from home or elsewhere any day and hour. This also addresses the remote needs of online students.

EVALUATION

The most recent student survey regarding the Library and learning support services highlights that there is a demand for evening and weekend hours. The college has future plans to relocate all of the support technology to one location, thereby extending the availability of staff and hours for students to access on evening and weekends. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

PLANNING AGENDA

- Modify hours to include weekend access to the Library and learning support services.

II.C.1d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION

The Library and Learning Resource Center are monitored by the combination of an electronic system and personnel assigned at the counter. Students are required to have a student ID to check out books. Support staff also assists in other learning support areas.

EVALUATION

The current security measures have challenges. Occasionally, materials disappear. Several areas reported losing equipment, such as a computer or VCR; thus, measures have been in place to improve security of equipment. As a result of recent changes, fewer incidents of material lost have been reported.

Renovation plans for the Library and LRC provide more effective security including technology. The college partially meets this

standard and a planning agenda is included to enhance the college's efforts.

PLANNING AGENDA

- Work with the architect in remodeling projects to select the most appropriate security and monitoring system for the college.

II.C.1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized.

DESCRIPTION

The Library is part of a consortium for the use of the Sirsi electronic catalog. The college utilizes resources with the Community College League of California, the nine-campus consortium of the LACCD, the intra-library loan agreement with the other eight district campuses, the Library of Congress, and the Online Computer Library Center.

EVALUATION

Collaborations with other institutions are adequate and support the need to provide electronic support services to students. The college fully meets the standard.

PLANNING AGENDA

- None

II.C.2a. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they

contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION

The Library and other learning support services evaluate the delivery and adequacy of services primarily through the unit planning process. This process identifies strengths, weaknesses, opportunities, challenges in an effort to develop appropriate goals for the coming year in order to better meet student needs. Currently, the SLO Committee is working with all programs to develop SLOs.

EVALUATION

The Library and other learning support service's unit plans have been completed for the past three years. However, information supports the need for expansion of service hours, enhancing security, additional staffing, and marketing of services. When surveyed, students expressed the need for "more tutors." Point-of-service surveys are currently being developed by the Dean of Institutional Research and Planning to clearly identify student needs in learning support services.

Student learning outcomes are still in the formative stages for the Library and other learning support services. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

PLANNING AGENDA

- Implement point-of-service surveys for the Library and other learning support services.
- Develop SLOs for the Library and other learning support services.

STANDARD II: EDUCATIONAL PROGRAMS AND SERVICES COMPREHENSIVE LIST OF EVIDENCE

IIA—Educational Programs

- Administrative regulations, (http://www.laccd.edu/admin_regs/) e.g. E65 (http://www.laccd.edu/admin_regs/documents/ERegs/E-65.doc)
- *AFT Agreement* -Article IV- (http://www.laccd.edu/collective_bargaining_agreements/AFT/aft.htm)
- Articulation agreements
- Articulation handouts (counseling sheets on majors)
- Biannual review of vocational programs
- California Community College Chancellor's Office Data Mart (<http://www.cccco.edu/divisions/tris/mis/reports.htm>)
- *Campus Climate Survey*
- Catalog (Standards of Student Conduct p. 139+)
- Catalog Committee composition and meeting dates
- Class schedule (<http://lasc.edu/schedule>)
- Class scheduling timeline
- College catalog (<http://lasc.edu/catalog>)
- Communication to nursing students regarding program changes
- Communication to PACE students regarding program changes
- Constituency Council minutes and/or meeting materials
- Counseling via educational plan
- Course outlines (<http://lasc.edu/outlines>)
- Course syllabi
- *Curriculum Committee Handbook*
- Curriculum committee minutes that validate prerequisites
- Curriculum committee notes on updating of course outlines, i.e. agenda, minutes.
- Departmental brochures
- Division plan objectives and activities
- Division plans
- *Education Master Plan* (<http://lasc.edu/emp>)
- English Departmental Final Examination
- Enrollment Management Task Force minutes and/or meeting materials
- *Equity for All* minutes and/or meeting materials
- Faculty senate Executive-Board (E-Board) minutes and/or meeting materials
- Faculty senate Task Force (best practices membership)
- Flex day 2005 handouts and materials
- *Integrated College Operational Plan (ICOP)* (<http://lasc.edu/strategicplan>)
- IPEDS notebook
- LACCD Board rule for general education
- LACCD Board Rules on Student Conduct

- LASC Institutional Planning and Research website
- LASC Website (<http://lasc.edu>)
- List of advisory committees and minutes
- List of classrooms equipped with AV equipment
- List of course outlines that illustrate various points of view
- List of distance education courses online (<http://lasc.edu/online>)
- Nursing program changes implemented because of viability
- Online math verses traditional lecture report
- PACE and Nursing viability studies
- PACE program review
- *Planning Handbook*
- Program Reviews
- SLO committee minutes and/or meeting materials (<http://lasc.edu/slo>)
- SLO Guidelines
- SLO section in program review
- SLO website (<http://lasc.edu/slo>)
- SLO workshop materials
- SLOs in new and updated course outlines
- Student survey
- Technology Steering Committee minutes and/or meeting materials (<http://lasc.edu/techcom>)
- Unit Plans

IIB—Student Support Services

- Acuplacer Test
- Admission minutes and/or meeting materials
- Admission Office student registration data evaluation
- Admissions Guidelines for Summer College
- Admissions Policy
- ASO Leadership Training Program Activities
- ASO Sponsored events
- Attrition Data
- Bridges to Success/Citizenship student data
- Campus organizations
- Career Center data
- Catalog Committee minutes and/or meeting materials
- CELSA test
- Challenge placement level testing process
- Childcare records of students with children
- College catalog (<http://lasc.edu/catalog>)
- Cost of textbooks
- Counseling academic assignments
- Counselor's meetings minutes and/or meeting materials

- Customer satisfaction polling results
- Data on financial aid students
- Data on Nursing used for counseling
- Dean's Tea Program
- Discipline and Grievance Procedures
- DSPS equipment inventory
- EOPS/CARE information pamphlets
- EOPS/CARE/CalWorks Applicant data
- Evaluation of counselors
- Evaluation of programs for change
- Financial Aid Appeals and Referrals
- Financial Aid Disqualified Applicants
- GAIN/CALWORKS information pamphlets
- Grade Challenge Policy
- Grade Change Policy
- Graduation Program
- Health Center Services
- Health Office data review (trend analysis)
- Help Desk Information (sign-up sheets, etc.)
- Informational publications for student services
- Library display samples
- Library program review
- Listing of community events
- Listing of online services and URL
- Listing of special programs with counseling services
- *Matriculation Handbook*
- Matriculation policies
- Matriculation tests
- Online registration (http://www.laccd.edu/student_information/sis_logon.asp)
- Orientation program
- Personal development program (e.g., schedule, syllabi, outlines)
- Regulations related to student records
- Sample of referrals to appropriate office
- Sample of student education plans
- Seminars and workshops counselors attended
- SFP Publications (EOPS/CARE, DSPS, Matriculation, TRIO)
- Staff Development activities for student services
- Standard Achievement Complete Battery Test
- Student childcare policy
- Student Services division plan
- Student services SLOs and assessment
- Student services unit Plans
- Student survey results
- Student surveys

- Students who won athletic scholarships
- Tutoring lab records (e.g., LRC, computer labs)

IIC—Library and Learning Support Services

- Course outline for Library Science 101: Library Research Methods
- Library “Suggested Book Purchase” Form
- Library email on tours for the library to faculty
- Library handouts that explain the services of the library
- Link to Sirsi information on the web
- List of designated learning centers from the Tutoring/Learning Support Services Committee (<http://lasc.edu/tutoring>)
- List of fall 2005 reserve book List from the library
- List of library resources, e.g. books, videotapes, etc.
- List of the 30 library databases
- Point-of-service survey for the library
- Prop A plans for any library renovations
- Library Unit Plan
- *Student Survey*