

STANDARD 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.

DESCRIPTIVE SUMMARY

Los Angeles Mission College (LAMC) provides a variety of library and learning support services to enhance its educational offerings. The Library and Learning Resource Center (LRC) building houses the Library on the second floor and the Learning Center (LC) on the ground floor. Additionally, auxiliary learning support services such as tutoring, program specific libraries, and computer labs are provided in various locations on the campus by TRIO/Student Support Services, Disabled Students Programs and Services (DSP&S), Extended Opportunity Program and Services (EOP&S), Computer Applications and Office Technologies Center (CAOT), Computer Science Information Technology Laboratory (CSIT), Multimedia Labs, and the Child Development Resource Center. Tutoring services for Science, Technology, Engineering, and Mathematics (STEM) are provided at the new East Campus.

Library

The Library occupies 17,330 assignable square feet (ASF) (Table 1). The Library offers a variety of seating and study areas to accommodate 200 students including individual study spaces, 5 group study rooms and 27 computer stations. The 27 computer stations provide access to the Internet, the Library catalog, research databases, and Microsoft Office. Students also have campus wide wireless access to library resources through their laptops and handheld devices. There is a centralized black and white printer at the circulation desk and a color printer and scanner at the reference desk, and printing is available to all students for a fee. The Library collections are developed to meet the varied needs of students and include all levels of materials from basic skills to scholarly publications.

The collections consist of 228 reserve textbooks, 53,445 books, 13,404 e-books, an online reference collection consisting of 397 titles, 660 DVDs/Videos, 90 current periodical titles, 30 research databases, a Basic Skills (ESL) collection, and a Children's Literature collection. The Library's Web site (II.C-1) contains links to databases, citation guides, study aids, and other educational resources that are available online to all students 24 hours a day/7 days a week.

Library staff provides workshops and assignment-specific research orientations in a shared computer lab on the ground floor. The Library staff consists of four full-time librarians, including the department chair, and three library technicians. Currently, the Library also has student workers (15.5 hours per week) and adjunct library faculty (6.5 hours per week) to assist in providing library services six days a week.

The College allocates \$9,000 to the Library budget for books and \$11,000 for periodicals each year. The College does not allocate money from its Unrestricted General Fund (Program 100) to the Library budget for databases, but utilizes other sources of funds for annual database subscriptions.

Learning Center

The Learning Center (LC) consists of specialized tutoring centers: the Academic Success Center (ASC) writing and reading labs and the Science Success Center (SSC). The LC also provides tutoring for Math 105, 112, and 115 students. The LC has a Computer Commons area that is partitioned for individual and academic use consisting of 128 computers; of those, 63 computers are for individual use, 57 are for academic use (Learning Lab), including 21 computers dedicated for Developmental Communications classes. There are three computers dedicated for faculty and staff use and four for student tracking purposes.

In addition to providing Internet access and word processing programs (Microsoft Word, Excel, and PowerPoint) in the Computer Commons, the Learning Lab computers are loaded with academic software that is selected to enhance student learning, such as computer-assisted instructional programs for reading and language arts, English as a Second Language, Math, Spanish, and Nutrition (II.C-2).

The Computer Commons has a print/information station (two black-and-white laser printers and two copiers) where students can print or copy materials for a fee or borrow DVDs, headsets, software, and supplies. The Learning Center Information Desk is staffed by student assistants trained to offer basic support for computing, printing, and copying.

Learning Center student tutors are trained to assist students with academic writing, reading, math, science, and computer assignments as well as class projects and homework in the LC's Academic Success Center (ASC) and Student Success Center (SSC). These centers are also equipped with portable projectors, desktop and laptop computers for students, staff, and tracking use, and two black and white laser printers. Currently, Title V provides funding for students using the ASC and SSC. Various instructional aids, such as histology slides and manipulative models, are available in the SSC. The Success Centers also provide current textbooks, reference books, and video tutorials for student use.

Disabled Students Programs and Services (DSP&S)

The DSP&S Office, located in the Instructional Building, provides reasonable accommodations for students with a wide variety of physical and mental disabilities in accordance with state and federal law. Among other services, reasonable accommodation includes specialized software for the blind and visually-impaired, such as Kurzweil 3000, Jaws for Windows, and ZoomText. Assistive Technologist provides textbook conversion of Braille, MP3, large print, and Daisy format. The DSP&S High Tech Lab contains nine computers with DVD-ROM drives and Internet access, a VCR, an overhead projector, an LCD projector, a printer, a photocopier, a fax, and four scanners, as well as a small collection of books and 68 videos with closed captions, mostly in Child Development and Administration of Justice subjects. The lab provides 15 audio cassette recorders to record lectures and wireless access for students who bring their own computers. Specialized equipment and assistive listening devices are provided for those who are hard of hearing. The DSP&S staff consists of a disability specialist, a special services assistant, an assistive technologist, hourly counselors, and six hourly instructors. The director position is currently vacant, but the College is in the process of finalizing the selection process for a replacement.

Other Learning Support Services:

Additional tutoring services and labs are available to students who participate in specific instructional and categorical programs. Lab hours and tutoring vary each semester in these labs based on student need and available funds. These include the following:

Computer Applications and Office Technologies Center (CAOT): The CAOT Center houses 48 workstations and two laser printers that utilize a student print card system. All computers contain the following programs: Microsoft Office 2010, QuickBooks Premier Accountant 2010, Medisoft, GDP 11 & Skill Building (Keyboarding), Express Scribe (Transcription) and also have Internet access. The lab is ADA compliant and is staffed by a full-time Computer Applications and Office Technologies Instructional assistant and a half-time Information Technology Instructional Assistant.

Computer Science-Information Technology Lab (CSIT): The CSIT lab houses 103 student stations, three LCD projectors, and four printers. Two of the printers are on a student print card system. All computers have access to the Internet and access to software and programs necessary for CSIT courses; for example, Microsoft Office 2007, Video Studio 2008 Professional, and Java. The lab also offers a collection of texts and other reference materials that have been donated by instructors and other individuals; texts are loaned to students for use in the lab only. In addition, the CSIT lab has moved from textbook-based classes to CD-ROM books to adaptive, interactive online books.

The CSIT computer lab was renovated and expanded in the fall of 2012 to support classes and provide work spaces for the new A+ Networking students, as well as to meet the needs of computer programmers in C++, Java and Microsoft Visual Studio Languages. Sixty percent of the computers in the CSIT lab are new and operate on Windows 7. The STEM grant provided funds for expansion of the lab and new computers.

Multimedia Studies: The Multimedia program currently has two Mac Labs with 50 workstations. All computers contain up-to-date versions of coursework software to support Multimedia courses.

The Extended Opportunity Program and Services (EOP&S): EOP&S is a state funded program dedicated to assisting students with social, economic, or academic disadvantages. The program offers its members individual and group tutoring in both English and math from basic levels to advanced levels (e.g. English 102 and Math 245). EOP&S has two tutors who provide a total of 28 hours of tutoring per week. In 2009 EOP&S created a lending library, which consists of books that have previously been purchased by students with their EOP&S vouchers. The students voluntarily donate their books to the Library in order to assist other EOP&S students who cannot afford to purchase the books.

Child Development Resource Center: Utilizing Career Technical Education (CTE) funds, the Child Development Resource Center offers 70 hours of tutoring per week supported by four bilingual tutors for both individual and group sessions as well as the following:

- Workshops
- Seminars
- Assistance with portfolio preparation
- Career pathway information
- Lending library of text books, resource books, and children's books
- Laptops and computers for student use
- Information on campus and community resources
- Professional and academic advisement and orientation to support earning California Child Development Permits
- Collaborative study groups

TRIO/Student Support Services (SSS): This is a federally funded service and serves 160 students, typically low-income, some with disabilities. To enhance student success, the program provides tutoring services and assistance in negotiating college life. There are two tutors, one for English and one for Math, working ten hours per week.

SELF EVALUATION

The current Library space (17,330 ASF) does not provide the capacity to serve the projected 15,000 students when the College is built out in 2015 according to its master plan (II.C-3). Additionally, the existing library space is not sufficient to accommodate present needs as identified in the Library's annual Program Review; moreover, as summarized in Table 1, the Library does not meet Title 5 space standards for an institution the size of Los Angeles Mission College.

TABLE 1
LAMC LIBRARY SQUARE FOOTAGE REQUIREMENTS

Existing Assignable Square Footage (ASF)	Title 5 ASF requirement based on 2011-12 enrollment of 6,400 FTE	Title 5 ASF requirement @ projected enrollment of 9,400 FTE*
17,330	26,811	36,801

*According to 5 CCR (California Code of Regulations) § 57030

The Library's ability to offer Information Competency workshops and library orientations is limited by the lack of a dedicated computer classroom. A renovation project to build a library computer classroom, scheduled to begin during fall 2006, was postponed due to cost overruns on other bond construction projects. In 2009 after the College reevaluated the current space for library services and anticipated college growth, the decision was made to modernize and expand the Library to include a computer lab for library instruction, 13 group study rooms, quiet reading rooms, a multi-use reading room/instruction room, a food-friendly study room, larger individual study spaces, expanded space for special collections, and convenient electrical outlets throughout the Library. After two years of programming and designing the Library (II.C-4), the expansion and modernization project was postponed once again due to bond construction project overruns.

Adequate funding for library resources continues to be a problem. The Library has a limited annual budget to purchase books for its collection. The last significant update to the book collection was in 2002 when 3,000 new books were added to the collection. These books are already more than nine years old. The last update to the e-book collection was in 2008. In order for the book and e-book collections to remain relevant for students, they need to be updated regularly. For the textbook reserve collection, the Library relies on faculty to donate a copy of their textbook on a temporary basis. Since the last accreditation visit in 2007, the utilization of reserve textbooks increased by 259 percent. Because the textbook collection is an important service to students, the Library will continue working with classroom faculty to keep the collection current. Funding for databases still has not been institutionalized even though the databases are identified as a critical need in the Library Program Review.

Since there is no dedicated line item in the Unrestricted General Fund budget for library databases, and funding for databases is uncertain from year to year, the Library does not automatically renew database contracts as it once did, but instead waits for approval from the Vice President of Academic Affairs and/or the Budget and Planning Committee each time a renewal notice is received. This process makes it difficult to plan ahead. The Fall 2011 Faculty and Staff Survey reflects some of these challenges (Table 2) (II.C-33).

TABLE 2
FALL 2011 FACULTY STAFF SURVEY (N=158)

Survey Question	Strongly Agree or Agree %	Disagree or Strongly Disagree %	Not Applicable %
20. Library resources are up-to-date in my academic interest area.	51	10	39
21. The Mission College library provides students with adequate support for their research needs.	54	8	39
22. Mission College provides sufficient and consistent financial support for the effective maintenance and improvement of its information and learning resources in the Library and Tutoring services.	37	32	41
23. The Library staff at Mission College provides adequate opportunities for collaboration with my department.	54	6	39
25. The Mission College library is open an adequate number of hours.	47	18	35
26. The tutoring services provided by the Learning Resource Center are a benefit to our students' academic success.	64	5	31

Less than half of survey respondents agreed or strongly agreed with the following statements: “Mission College provides sufficient and consistent financial support for the effective maintenance and improvement of its information and learning resources and in the Library and Tutoring services” (37%), and “The Mission College library is open an adequate number of hours” (47%). A somewhat higher percentage of respondents agreed or strongly agreed that the “Library resources are up-to-date in my academic interest area” (51%), “The Mission College library provides students with adequate support for their research needs” (54%), and “The Mission College Library provides adequate opportunities for collaboration with my department” (54 percent).

Although students rely on computers and printers to access library resources, the Library does not have enough computers. The 27 library computers are in use most hours of the day and there are no computers in group study rooms. When instructors bring their classes into the Library, the existing 27 computers do not accommodate all students. Additionally, several years ago the Library dedicated 3 of the 27 computers to a “Visitor Table” leaving only 24 desktop computers in the Library for student use.

The Spring 2012 Student Survey indicates that 63 percent of LAMC students use the Library multiple times per semester and 85 percent of LAMC students have used the Library at least

once (Table 3). Furthermore 81 percent of respondents indicated they were either satisfied or very satisfied with the Library (Table 4). Finally, 72 percent of students surveyed indicated that they had used the Library Web site at least once. These responses indicate that the Library is doing a good job serving the needs of LAMC students, in spite of the financial challenges it has faced in recent years.

TABLE 3
SPRING 2012 STUDENT SURVEY (N=3,219)

Survey Question	Multiple times per Semester %	Once per semester %	Once Ever %	Never %
34. How often do you use Tutoring Services?	20	11	13	52
41. How often do you use Library?	63	14	8	12
42. How often do you use Computer Labs?	46	13	11	26
43. How often do you use EOP&S/CARE?	7	5	8	76
44. How often do you use Disabled Students Programs and Services?	3	2	3	88
	Often	Sometimes	Seldom	Never
71c. How often do you use a computer on campus to do school work?	38	25	14	20
71i. How often do you use the Library website?	28	23	21	23

TABLE 4
SPRING 2012 STUDENT SURVEY (N=3,219)

Survey Question	Very or Somewhat Satisfied %	Not Satisfied %	Not applicable %
55. Your satisfaction with Tutoring Services?	45	4	46
62. Your satisfaction with Library?	81	2	12
63. Your satisfaction with Computer Labs?	65	3	26
64. Your satisfaction with EOP&S/CARE	24	3	67
65. Your satisfaction with Disabled Students Programs and Services?	17	2	76

Learning Center (LC): One of the current challenges of the Learning Center is that according to IT district standards, computers need to be upgraded every four to five years. As a result, the LC Commons computers are due for an upgrade in the next two years, however, funding is limited. Currently, the College is working to determine how and when computers will be upgraded. Another challenge arises when some of the current software used for tutoring is not compatible with newer software. As a result, either some computers will not be upgraded or the LC will need to purchase updated versions of the software. The LC and Information Technology

(IT) continue to evaluate tutoring software. Additionally, the LC determined additional space for math tutoring and a plan for the institutionalization of ASC and SSC tutoring are needed. The ASC and SSC will be without funds to provide tutoring when Title V ends in September 2014.

The LRC does not have an adequate number of classified staff and tutors to serve the needs of students at this time. An Instructional Assistant Language Arts position which supports walk-in writing/reading tutoring and assistance in the Learning Lab is currently vacant. Funding for the Learning Lab Math tutors has not been factored into the 2012-2013 LC budget.

The Fall 2011 Faculty/Staff and Spring 2012 Student Surveys indicate how well the Learning Center is supporting instruction and addressing student needs. Over 70 percent of students indicated that they had used the College Computer Labs at least once and 65 percent indicated they were very or somewhat satisfied with the labs. Over 64 percent of faculty/staff respondents agree or strongly agree that *“The tutoring services provided by the Learning Resource Center are a benefit to our students’ academic success.”* However, only 20 percent of respondents to the Student Survey indicated that they used tutoring services multiple times per semester. A total of 44 percent of all students surveyed reported using tutoring services at least once. Almost the same percentage, 45 percent, indicated they were either very or somewhat satisfied with the services. These responses indicate that the College could improve the efficiency of the tutoring services it provides to reach more students.

Disabled Students Programs and Services (DSP&S): The new DSP&S Coordinator hired fall 2012 will provide stability for the DSP&S Office and its services. Funding for the program has been cut by 49 percent in recent years. These cuts result in less support for all areas of accommodations including counseling, student retention, tutoring, and upgrading and replacing hardware. Approximately 5 percent of LAMC students report using DSPS services at least once a semester (Table 3).

Other Learning Support Services:

Multimedia Studies: Like all computer programs and labs, Multimedia Studies faces a challenge keeping up with costs to maintain equipment and keeping programs up to date. When funding becomes available, they will purchase reference books on software used in the Multimedia labs for immediate student use when needed. Overall the Multimedia labs have sufficient variety of materials to meet student learning needs. As students achieve learning outcomes, they are able to create appropriate work portfolios for the industry but would benefit from reference books on software for immediate use instead of having to check out materials through the Library.

Computer Applications and Office Technologies Center (CAOT): The CAOT Center has limited tutoring and lab hours outside of class time. Except for Windows 2010 (Word, Excel, Access, and Power Point), and Medisoft, CAOT software is only available on computers in the CAOT Center.

Keeping computer equipment and programs up to date is an ongoing concern for CAOT computer classes. The 0.5 Instructional Assistant Information Technology position is barely adequate to keep the equipment in good working order. With Career Technical Education funds,

in 2011 CAOT was able to update its Center with 48 new Pentium 4 computers and an Equitrac Print System.

Computer Science Information Technology Lab (CSIT): As the STEM Program progresses, there will be evaluations to measure student success.

The Extended Opportunity Program and Services (EOP&S): The tutoring and lending library has been successful in helping students, along with other services provided by EOP&S. Approximately 12 percent of LAMC students report using EOP&S services at least once a semester (Table 3).

Child Development Resource Center: The Child Development Resource Center has been successful, and tutors were increased in fall 2011 from two to four. The new challenge they face is an increased need for space as more services are provided. As a result, Room 200 in the Center for Child Development Studies has been dedicated as a resource lab when classes are not in session.

ACTIONABLE IMPROVEMENT PLANS

The College will seek funding to modernize and expand the Library and address immediate needs as defined in the 2013 library Program Review by spring 2014.

The Dean of Academic Affairs and Vice President of Student Services will review learning support services throughout the campus and develop a plan to improve efficiency of services by spring 2014.

The Library will seek funding to create a laptop lending program to expand access of library resources by spring 2014.

By fall 2014 Student Services, in collaboration with Academic Affairs, will develop a holistic approach for student success using resources such as tutoring, supplemental instruction, basic skills development, childcare, and work placement.

II.C.1.a. 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.

Library: Guided by the Library Collection Development Policy, materials are identified and selected in a variety of ways to meet student learning needs (II.C-5). Collection development tools such as published reviews and faculty requests are used to ensure the quality and appropriateness of resources for the Library collection and students. A list of student requests for books that the Library does not own is utilized to update the Library collection. Additionally, the Library keeps abreast of required materials for new courses and programs through active

participation on the Curriculum Committee. All new courses, programs and course updates undergoing the curriculum review process are reviewed by faculty to help ensure that the Library has adequate materials to support the content of the courses. Faculty report the results of their assessment of the library collection on a library review form (II.C.-6) that is included in Section VIII of the Course Outline of Record (COR) form available online through the Electronic Curriculum Development System (ECD).

As of spring 2012, Los Angeles Mission College offers over 500 courses in 54 different disciplines (II.C-7). The Library strives to support all courses and programs the College offers. In addition to acquiring and maintaining collections to support students' academic needs, the Library borrows books requested by students and faculty from other LACCD libraries on a short-term basis. There are approximately 900,000 items in the combined LACCD database. If books are not available, students are also referred to public libraries. For computers and printers, the Library relies on the IT Department to maintain and select equipment based on LACCD recommended standards.

Learning Center (LC): To ensure the appropriateness of resources, the Learning Center invites faculty members and staff to evaluate and suggest instructional software (II.C-8) and necessary equipment to support student learning. In 2012 the LC initiated a request for an advisory board composed of faculty members and chairs across the curriculum, as well as student and staff representatives, to better assess the effectiveness of its own Learning Center resources. The LC relies on the expertise of the members of individual departments to determine the quality of the instructional materials it purchases. For equipment, LAMC's IT Department selects the equipment based on LC's defined needs and LACCD recommended standards. IT and LC staff maintain the equipment. Every semester the LC invites students to complete evaluation surveys to determine the effectiveness of resources such as tutors, workshops, and lab materials (II.C-9).

Multimedia: Multimedia faculty are consulted to prioritize what equipment and/or software should be purchased to meet the continually changing needs of LAMC students. The Multimedia Program has been successful in applying for external funding resources to supplement its budget. Support services for software and equipment are currently being provided by the Information Technology staff.

SELF EVALUATION

Library: The curriculum process is designed to identify faculty and student needs for Library material. Before ECD implementation, some faculty were reluctant to complete the Library portion of the Course Outline of Record; this is less of an issue since without librarian review, a course will not be approved by the LAMC Curriculum Committee.

The purchase of Library materials is driven primarily by the results of the curriculum process and by the list of student requests kept at the reference desk. Although students may request that the Library purchase materials at the reference desk, this service is not well publicized to the students due to the limited funds available. When funds become available, the Library will utilize a broader range of book selection tools and place request forms on its Web site so that students can recommend materials for acquisition more easily.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

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

DESCRIPTIVE SUMMARY

Information Competency is one of LAMC's Institutional Learning Outcomes and is defined as the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of ethical and legal implications of information and requires the application of both critical thinking and communication skills. This definition was adopted by the Academic Senate in 2001 and is posted on the Curriculum Committee Web site (II.C-10).

Students who are information competent will evidence the following:

1. Recognize when information is necessary
2. Develop effective research strategies
3. Locate and retrieve information in a variety of formats
4. Analyze, evaluate, organize, and synthesize information
5. Create, present, and communicate information via multiple mediums
6. Use information legally and ethically.

Support for the acquisition of Information Competency skills is addressed at multiple levels at Los Angeles Mission College; based on reports generated by the online Student Learning Outcome (SLO) system, 239 courses have one or more course SLOs linked to the Information Competency Institutional Learning Outcome. Additionally, the Library, Learning Center, and other learning support labs provide instruction and assessment of Information Competency skills.

Library: The Library is engaged in ongoing efforts to develop and support student skills in Information Competency including reference desk services, a for-credit research course, faculty-requested general or assignment-specific workshops, research guides, and online and print tutorials.

Librarians consider each student question as an opportunity to improve the student's Information Competency skills. They assist students in identifying appropriate sources, provide instruction in the use of databases, help them evaluate resources, and instruct students in correct source citation.

The Library coordinates with classroom faculty by scheduling workshops, either general library or assignment-specific workshops, in which information competencies are taught. Over 100 of these workshops took place during 2011, attended by over 2,000 students. The Library has also

made special arrangements with the health faculty to create and offer a health-specific workshop that instructs students on how to find relevant information for their health assignments. The workshops are required for Health 11 students; they are offered once a week, and they also are available in an online tutorial version (II.C-11).

Instructional librarians review and assess the workshop exercises. Based on student performance, they make changes to the content and emphasis of the workshop. Though the data is limited, the Library workshops are successful with more than 90 percent of students scoring at least 70 percent or better on workshop exercises. Using attendance statistics, the Library attempts to schedule workshops during times and days that students are most likely to attend. The Library also offers a library Research Methods class (LS101) in which students are taught Information Competency, and teaching and learning are assessed using assignments and tests. The Library periodically surveys student satisfaction with library services and their confidence level in using library resources for their class assignments. The most recent survey was conducted in 2011 (II.C-12).

In addition to the Library, other campus areas cover some of the six Information Competency skills as well.

The Learning Center (LC) offers workshops for science and math classes, writing and critical thinking. Nine Critical Thinking WORKOUT!s are provided throughout the semester by the LC Title V HSI Academic Success Center and are accessible online (II.C-13). These Critical Thinking WORKOUT!s are offered as in-class supplemental instruction as well as to students individually or in groups. The LC Title V HSI Science Success Center's workshops in Biology, Physics, Chemistry, Anatomy, and Astronomy foster analytical skills and assist students in synthesizing information (II.C-14). The LC has tutoring labs for writing, reading, science, and mathematics.

The LC's Institutional Learning Outcomes (ILO) Web page provides links to online skill building resources and tutorials for all seven ILOs including Information Competency (II.C-15). In addition, the Academic Success Center and the Student Success Center tutors teach evaluating, synthesizing, and communicating information skills.

The LC Academic Success Center (ASC) provides workshops developed to lead to independent student learning in the areas of critical thinking, research methods, and writing development (II.C-16). The ASC uses individual student evaluations to assess the effectiveness of the workshops. Based on the results of the student evaluations, the ASC continues to research, revise, create, and develop workshops that meet the students' needs.

The LC Science Success Center (SSC) provides tutoring, review workshops, and study group sessions tailored to student course work and are organized to enable students to apply both critical thinking and communication skills. The SSC's students are tracked by their attendance frequency; at the end of each semester, SSC compares student success rates between students who did and didn't use SSC services. Based on student surveys and faculty suggestions, the SSC sets goals to improve its services. Tutors keep records of student-challenged areas during the semester. Based on this information, handouts, workshops, or video tutorials are developed to improve student learning.

Disabled Students Programs and Services (DSP&S) teaches Information Competency through their Learning Skills and Personal Development classes. These classes are taught by a psychologist, a social worker, and disability professionals. These professionals facilitate disabled students' access to a variety of basic subject matters such as math and grammar. They also help facilitate skill development in testing, note taking, and subject matter analysis, such as in College Survival Skills (PD 17) (II.C-17). DSP&S assesses Information Competency through the use of a basic skills assessment and evaluates teaching effectiveness through the use of instructor evaluations by students and staff, in addition to student tests and quizzes.

The Multimedia Program students use a variety of online resources for self-guided research and instructor video tutorials to increase critical thinking skills; the program uses Student Learning Outcome rubrics that reflect technology literacy in every course. Most Multimedia faculty give a course entrance quiz and a final exam that measure competency in course material including Information Competency. Students participate in a course project critique, verbalizing understanding of information and concepts in a group setting. Feedback is dialogue based. Faculty are increasingly using Student Learning Outcome assessments to evaluate student understanding of material. The Program Review process is used to gauge overall program effectiveness.

SELF EVALUATION

Although Information Competency is addressed at multiple levels at Los Angeles Mission College, implementation has declined in some areas. From 2003 to 2010, the Library offered six workshops that addressed the six Information Competency skills listed above. The Library experienced very little attendance in those workshops until the English Department made them mandatory for students, after which participation ballooned (over 1,000 students attended the workshops each semester). Assessing the success of the workshops beyond attendance and completion of an in-class exercise, however, was not done as such an assessment would require the Library to track academic success between a control group that did not take any workshops and a control group that did in order to determine the effect of the workshops. In 2010 the English Department decided to stop requiring the Library workshops, and attendance dwindled to the point that the workshops were discontinued. At present, the Library offers a single workshop on health-related research; since instructors in health classes require it, attendance levels keep the workshop viable. The Library still provides Information Competency instruction in the form of instructor-initiated orientations, research assistance at the reference desk, online and print tutorials, research guides, and a for-credit research class.

Outside of the classroom, it is difficult to gauge the effectiveness of Information Competency instruction because the usual assessment tools, assignments and tests, are not available. Instead, entities like the Library, LC, and DSP&S rely on surveys to determine student satisfaction, or lack of it, and make instructional changes based on those survey results.

Some disciplines like English assess Information Competency skills through their SLO assessments. For example, one of the SLOs for English 101 is to "Produce a 6- to 8-page research paper which utilizes library research materials and documents evidence." The thesis, content, and research of the paper are assessed utilizing a standardized rubric for all English 101 classes.

In order to assess Information Competency campus wide, the College revived an Information Competency Task Force during fall 2012 to formulate and conduct a campus wide assessment to determine if students have attained Information Competency skills through their courses and experiences at Los Angeles Mission College.

ACTIONABLE IMPROVEMENT PLAN

The College will establish a library computer lab within the Library for Information Competency workshops and library research orientations by fall 2013.

II.C.1.c. 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.

DESCRIPTIVE SUMMARY

Library: In the fall and spring semesters, the Library is open a total of 53 hours per week. The current Library hours are 8:00 a.m. to 7:00 p.m. Monday through Thursday; 8:00 a.m. to 1:00 p.m. Friday; and 10:00 a.m. to 2:00 p.m. Saturday. The hours are different for summer and winter sessions.

Databases and other electronic resources are available through the Library's Web site 24 hours a day/7 days a week. All the databases that the Library subscribes to are accessible to users with disabilities as required by state and federal law. Some of the Library databases provide options to listen or download audio files to MP3 players and other devices. Additionally, DSP&S maintains a variety of software and hardware to assist students with disabilities.

Assignment specific workshops and library research orientations are offered during class time by request while other workshops are scheduled outside of class time. One workshop is currently offered online. In 2011, 636 students participated in the online health workshop (II.C-18). The Library plans to develop additional online tutorials and workshops so that all students have access to Library and Information Competency instruction. When creating a workshop schedule, the Library considers students' needs as determined by workshop attendance and survey responses.

Learning Center (LC): The current hours of operation of the Learning Center Learning Lab, Math tutoring, and Success Centers are 11:00 a.m. to 7:00 p.m. Monday through Thursday. The ASC and SSC e-Labs provide anytime and anywhere access to online workshops (II.C-19) and college success support materials (II.C-20).

With funding from the Title V HSI-ISSA grant, the LC has provided over 200 online workshops for students and online access to Reading Plus software that enables students to improve reading comprehension and speed.

The Computer Commons provides learning disability software for DSP&S students, such as Premier Assistive software, which helps with learning disabilities such as dyslexia.

Other Learning Support Services:

EOP&S provides academic counseling and tutoring. Tutoring: three tutors for a total of about 22 hours per week (II.C-21). Tutoring is intended only for EOP&S students, about one hour per week per student. Workshops: about two per semester (self-help, study habits, etc.).

STEM Math Center provides 40 hours per week (II.C-22) of tutorial support for Math 115 and above. Online homework assignments and video tutorial support are available for students as well (II.C-23).

TRIO/Student Support Services (SSS) provides 32 hours a week of tutoring services for the students in its program in math, English, and assistance in negotiating college life (II.C-24).

Child Development provides four bilingual tutors who offer 70 hours of tutoring per week for Child Development students (II.C-25). The tutoring is designed to help students with course completion, certificates, etc.

Law provides 17 volunteer tutors for peer mentoring and tutoring for LAMC students enrolled in online law classes (II.C-26).

SELF EVALUATION

Library: Since the last accreditation visit in 2007, students and faculty who want to log in to databases from off campus no longer have to come into the Library to obtain usernames and passwords. Students now use their Student ID (SID) number and their Personal Identification Number (PIN) to access library databases from off campus. Faculty and staff use their campus e-mail user name and password to log in to databases from off campus.

Although the databases that the Library subscribes to are technically accessible to users with disabilities as required by state and federal law, library computers do not have adaptive screen reader software installed on them. Students who need specialized software are referred to the DSP&S Lab, which is located in the Instructional Building.

In the Fall 2011 LAMC Student Survey, 81 percent of the 158 students who responded indicated that they agreed or strongly agreed that they were satisfied with library services. This survey was conducted prior to library staffing and library hours being reduced in fall 2012. Reduced hours result in less access to library services including book and periodical collections, research help, textbooks in the reserve collection, workshops, quiet, and group study space, use of computers, printers, scanner and photo copy machine.

In the Spring 2012 Student Survey, 63 percent of the 3,219 LAMC students who responded indicate that they spend three hours or less at the College outside of class/work time. For the Library to remain accessible and relevant to all students, the Library will continue developing and providing access to online resources and services in addition to its physical collections and face-to-face services.

Learning Center: The STEM grant has increased the number of tutoring hours for Math 115 and above; however, limited tutoring hours and lack of adequate quiet space in the Learning Center for Math 105 and Math 112 students is a continuing concern. The Learning Center has struggled to provide adequate access to learning support services. The lack of Saturday tutoring hours and the limited hours of operation leave the needs of many students unmet. Evening and weekend students need extended services during these times.

Although there are several computers in the Computer Commons that are designated for DSP&S students with assistive software, the software is outdated and should be upgraded.

Other Learning Support Services:

EOP&S: In spite of the recent financial cutbacks, EOP&S still services about 800 students, 300 more than the state mandated requirement. Two years ago EOP&S was servicing 1,200 students, but recent cutbacks have forced a 33 percent drop in services.

Law: The Director of the Paralegal Program has started a pilot project to assess its online tutoring. Title V has provided funds for two tutors and the Director is working with classes in sociology, business, and the Paralegal Studies Program on a pilot project to assess this service.

DSP&S: The DSP&S lab has software and equipment necessary to access library databases and support students that need special accommodations.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

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

DESCRIPTIVE SUMMARY

The Los Angeles County Sheriff's Department is contracted by the Los Angeles Community College District to provide all law enforcement and security services for each of its nine campuses. The Library and other learning support services are located in locked rooms within secure buildings with the exception of the Learning Center, which is an open space on the lower level of the Library Building. Sheriff staff members coordinate with the campus administration as to when spaces are to be locked. An authorization and accountability system is in place for issuing keys to campus faculty and staff through the Plant Facilities Department. Plant Facilities staff also maintains all fire extinguishers located on campus in compliance with the fire code.

In general, maintenance functions such as cleaning and minor repairs in the Library and other learning support services are performed by designated facilities personnel, and other repairs are contracted out by facilities. The Information Technology staff maintains Library and campus computers and printers. The Multimedia, Learning Center, CAOT, and CSIT labs have Instructional Assistant Information Technology staff members that assist with maintaining the

computers and printers. Additional and special maintenance is carried out through agreements and warranties with respective vendors.

Library and Learning Center: Library materials are electronically sensitized and security gates are in place to alert staff when materials that have not been checked out pass through the gates; however, one of the security gates no longer triggers an alarm when books are passed through the system without being checked out. A side emergency door is equipped with an alarm system and serves as an alert when improperly used. Panic buttons, located at the circulation and reference desks in the Library and the information desk in the Learning Center, are designed to notify the Sheriff's Office of urgent and emergency situations; however, these buttons are not activated.

Disabled Student Programs and Services: Offices and workspaces are located in the Instructional Building with security cameras throughout the office monitored by the Sheriff's Office.

SELF EVALUATION

Facilities staff are very responsive to general maintenance requests; however, some major repairs have not been successful. The security gates in the Library are old and need to be repaired or replaced. The panic buttons at the service desks in the Library and Learning Center were disconnected, and the roof continues to leak even though repairs have been performed on multiple occasions since 1998. The leak has caused loss of ceiling tiles, books, and furniture.

The College administration recognizes that it is important to have functioning security systems and repaired and reconnected the panic buttons in the Library and Learning Center in December 2012. A test of the panic buttons is planned during the 2012 winter break. The College plans to replace the Library security gates in spring 2013 when used security gates from Pierce College and Harbor College (two of nine colleges of the LACCD) are available.

Another security problem is the open space in the Library Building designated as the Computer Commons area of the Learning Center. Because the Library and other offices are open at times other than when the Center is open, students are often found in the Commons area before and after hours Learning Center hours of operation.

Prompt responses to computer technology equipment repair requests are facilitated by the online LAMC Work Request system. Responses to critical repair items that impact daily operations of services are immediately assessed, repaired, or deferred to the appropriate vendor by the Information Technology staff. LAMC's new Technology Plan addresses maintenance and replacement of computer equipment (II.C-27).

ACTIONABLE IMPROVEMENT PLAN

The College will implement a preventative maintenance plan for the Library and LRC Building to correct reoccurring drainage problems by summer 2013.

II.C.1.e. 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. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

Library: The Library has a formal agreement with the Community College League of California for a cooperative buying of online information resources. The agreement with the League benefits the College through reduced prices. Additionally, in January 2012 the California Community College Chancellor's Office (CCCCO) entered into a five-year contract with EBSCO to provide all California Community Colleges with a group of databases. These electronic resources are heavily used by students on campus and off campus. The Library evaluates the usefulness of these products through usage statistics and the curriculum review process.

In addition to the formal database agreements, an informal agreement exists among the libraries of the colleges in the Los Angeles Community College District to borrow and lend books. The District server is maintained by District IT personnel, and the Library database is maintained by the District librarians.

Learning Center (LC): The Learning Center has maintenance contracts for Reading Plus. The other software programs that are available on the LC computers were purchased by individual departments or specially funded programs. The faculty who provided input on the purchase of these non-contracted software programs evaluated their effectiveness within their departments and requested that the LC provide access to them for students and faculty. The Learning Center Faculty Satisfaction and Software Evaluation Survey provide the Learning Center with evaluations of the use and effectiveness of current LC academic software.

Academic Success Center (ASC): Title V Hispanic Serving Institutions (HSI), Improving Student Success and Access (ISSA), purchased Reading Plus in 2011, a software program for students that improves reading speed, reading comprehension, and vocabulary levels.

Before purchasing the software, research was conducted on its effectiveness through a pilot program conducted by the ASC. Reading Plus tracks student progress within the program alerting instructors when students are struggling and incentivizing continued use through award certificates when students move up a reading level.

At the close of the fall 2011 semester, student reading improvement data was collected and evaluated (II.C-28).

Disabled Students Programs & Services (DSP&S): DSP&S has liaisons with the following external agencies to provide services to LAMC students:

- Department of Rehabilitation: career and jobs for the disabled while attending school

- Independent Living Centers: assistance with daily living skills
- Jay Nolan Institute: serving the Developmentally Delayed
- Braille Institute: serving the visually impaired
- National Captioning Institute: providing caption video
- California Association for Postsecondary Education and Disability: networking and training for professional staff and advocates for students with disabilities in higher education in California
- Numerous disability listservs
- High Tech Center Training Unit in Cupertino, California: training on Assistive Technology and new Federal and State regulations
- Tierra Del Sol: serving the Developmental Delayed

DSP&S has warranties and maintenance agreements with the vendors for much of its equipment.

There are several contracts for hiring outside agencies for interpreters and real-time captioning, such as Interpreters Unlimited, Lifesigns Inc., LiNKS Sign Language and Interpreting Services, Network Interpreting Service, Western Interpreting Network, Accommodating Ideas Inc., and Total Recall Captioning Inc. Learning Alley is also available from DSP&S through a California Community College Chancellor's Office grant.

Other Learning Support Services:

Child Development: The Child Development Department contracts with the California Department of Education for two programs to support student success: (1) Child Development Training Consortium (www.childdevelopment.org) and (2) California Early Childhood Mentor Program (www.ecementor.org). Additional student learning support is provided by a contract with WestEd (California Community College Professional Preparation Project).

The Child Development Department is required by the grant to provide a parent survey each spring and report the results to the California Department of Education by July 1. Each Student Service area is also required to measure and assess its Service Area Outcomes (SAOs). Both contracts are evaluated by the state as well as through mandated student evaluation forms gathered each semester in addition to the extensive reporting system required of the campus coordinator. Assessment data is gathered and compiled at the state offices, not at the individual campuses. Full reports can be obtained from the Web sites listed. The third contract to provide student learning support with WestEd (California Community College Professional Preparation Project) is evaluated by the results of the contract year including curriculum revision, alignment, and purchase of resource materials. Evidence of these accomplishments is submitted to the WestEd Office for evaluation. A parent survey and a student survey are used to collect data.

Tutoring records are kept for each student tutored either individually or in small groups. Records of the courses and sections being tutored, as well as student success are maintained. Interactions between tutors, program assistants, and faculty are logged to chart progress of the programs. A student survey is administered to assess effectiveness as well as to explore additional services that can be offered to support student success.

Computer Applications and Office Technologies (CAOT) Center: CAOT uses computing hardware which is purchased with a three-year warranty that gives free technical support and replacement parts during that time. Consumer products normally include only a one-year warranty.

CAOT uses some software that is registered with a License—Microsoft Windows Operating System, Microsoft Office (Business Productivity), Intuit QuickBooks (Accounting/Bookkeeping), Faronics Deep Freeze (Computer Management), Symantec Ghost Solution Suite (Computer Management), Microsoft Frontline (Antivirus). Some software has maintenance agreements which include free software updates/upgrades and free technical support during the agreement period.

Computer Science and Information Technology Lab (CSIT): The Microsoft Academic Alliance program provides students and faculty with the latest versions of software and operating systems. The service is easy to access by both students and faculty. Without this service, classes would rapidly become outdated because both software and operating systems need to be updated on a yearly basis to remain current with industry standards. This service (MS Academic Alliance) is being used by 98 percent of CSIT students. Evidence of the usage is the number of electronic devices loaded with the software that the students use for their coursework. The Web site that handles the software download tracks the number and types of software that each student downloads. This information is available in report form to the account administrator. One of the important features of the site is that it maintains a logged history of the legal usage of the downloaded software. CSIT's funding for the online TCT Technical Training came from Career Technical Education (CTE). The contract for Microsoft Alliance is part of the campus site license agreement with Microsoft.

The mechanics of renewal and registration of the LAMC Microsoft Academic Alliance contract used to be handled by the CSIT Discipline; however, they are now handled by the District and the LAMC Information Technology Department. At the beginning of each semester, the list of current students and their ID numbers is uploaded to the Microsoft Academic Alliance site. The students are then sent an e-mail notification of their username and password along with instructions on how to use the site. IT can provide a list of the students and any report samples that are needed. Participating in this program reduces the cost of software and operating system upgrades for both the campus and the students.

SELF EVALUATION

Library: Since the last accreditation visit in 2007, library databases are no longer funded with state Telecommunications and Technology Infrastructure Program (TTIP) funds. Each community college in the state now determines if library databases will be funded and at what level. The adequacy of contracted periodicals and databases is reviewed primarily through the curriculum review process.

Disabled Students Programs and Services (DSP&S): DSP&S contracts with interpreters and real-time captioning have been approved by the LACCD Board of Trustees and are strictly monitored by the Personnel Commission. However, the Personnel Commission wants all

colleges to use all resources within the Los Angeles Community College District before hiring an outside agency.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.C.2. 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.

DESCRIPTIVE SUMMARY

Library: All Library and learning support services participate in the College's Program Review process on a three-year cycle that includes annual review of objectives and needs. In the College's shared governance model, the Educational Planning Committee, Student Support Services Committee, and Facilities Planning Committee are responsible for facilitating Program Review and validating the information returned by the units in their respective areas.

In addition to Program Review, the adequacy of Library resources is evaluated through the curriculum process, Student Learning Outcome assessments in the form of surveys, workshops exercises, and usage data. Over 357 students enrolled in five disciplines completed the fall 2011 Library Survey (II.C-29).

Learning Center (LC): Every three years, the College requires the Learning Center to provide a comprehensive Program Review and presentation of the review to the Educational Planning Committee (EPC) in order for the institution to assess the effectiveness of the LC resources in terms of quantity, quality, depth, and variety. The EPC provides recommendations for the LC to complete before the next comprehensive review. In addition, the LC completes a yearly program review to update progress on EPC recommendations and reassess budget needs. As part of Program Review, the Learning Center provides an evaluation of how its objectives align with the institution's Institutional Learning Outcomes (II.C-30) and the LC Student Service Area Outcomes (II.C-31). Although the LC has always invited faculty involvement in determining quantity, quality, depth, and variety of LC resources, no formal advisory process existed prior to 2012. However, in 2012, the Learning Center initiated a request for an advisory board composed of faculty members and chairs across the curriculum as well as student and staff representatives to better assess the effectiveness of the LC's resources. The LC relies on the expertise of the members of individual departments to determine instructional materials it purchases and invites faculty members and staff to evaluate and suggest instructional materials and necessary equipment to support student learning.

Every semester the LC invites students to complete evaluation surveys to determine the effectiveness of resources such as tutors, workshops, and lab. The LC uses a comparison of pass rates for students who use the LC to those who do not use LC support services to evaluate the effect of tutoring programs on student success.

Multimedia Studies: Multimedia faculty have developed a tutor/student survey and checklist to measure effectiveness and quality of interaction between student and staff. Full-time faculty conduct informal polls on effectiveness of the student/tutor relationship, and the overall condition of Multimedia Lab usage is tracked by the Multimedia Vice Chair based on its Program Review, faculty evaluation, tutor evaluation, and grades.

Multimedia is currently assessing all lab courses in the program through the assessment of its Student Learning Outcomes. Multimedia instructors are industry professionals and maintain relevant hardware and software used in a professional environment. Proper student training requires programs to stay as current as possible with technology. Multimedia consults with CTE advisory members and faculty who advise the program on industry-related resources that would benefit student learning.

SELF EVALUATION

Library: Assessing Library Service Areas Outcomes and Student Learning Outcomes through surveys, workshop exercises, usage data, and Program Review assists the Library in identifying student needs and ways to increase students' understanding and confidence in finding information and using library resources. The Library implements changes to its hours, workshops schedule, and workshop content based on assessment results. For example, additional clarity was added to a library workshop when students were not able to identify reliable Web sites on an exercise. When students indicated on a library survey that the primary way they find out about library services is through their instructors, the Library formulated an objective in Program Review to "intensify communication with faculty about library services." In addition, the Library staff utilized the Library student survey results to determine fall 2012 library hours when staffing was reduced. The Library also utilizes LAMC and LACCD student survey results to plan library services. For example because 63 percent of LAMC students indicated that they spend three hours or less at the College, outside of class/work time, the Library plans to continue to develop and provide online resources and services in addition to its physical collections and face-to-face services (II.C-32) .

Learning Center (LC): The Learning Center invites faculty involvement in determining quantity, quality, depth, and variety of LC resources to meet on an informal basis. To better identify the needs of students across disciplines, in 2012 the LC initiated a request for an advisory board composed of faculty members and chairs across the curriculum, as well as student and staff representatives.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

STANDARD II.C - EVIDENCE

Evidence documents can be found at: <http://www.lamission.edu/2013accreditation/IIC.aspx>

- II.C-1 The Library Web site
- II.C-2 Learning Lab Academic Software
- II.C-3 Facilities Master Plan
- II.C-4 Library LRC Program Report May 3, 2010
- II.C-5 Library-LRC Collection Development Policy
- II.C-6 Library Review Form
- II.C-7 Los Angeles Mission College 2011-2012 Catalog
- II.C-8 Learning Center Faculty Satisfaction and Software Evaluation Survey
- II.C-9 Learning Center Effectiveness Survey Results from Students
- II.C-10 Curriculum Committee Web site
- II.C-11 Health 11 Workshop Online Tutorial
- II.C-12 Library Services - Student Satisfaction Survey Results
- II.C-13 Academic Success Center Web site
- II.C-14 Science Success Center Web site
- II.C-15 Institutional Learning Outcomes in the Learning Center
- II.C-16 Workshop to Develop Critical Thinking and Research Methods
- II.C-17 College Survival Skills (PD 17)
- II.C-18 Online Health Workshop Participation
- II.C-19 e-Labs
- II.C-20 College Success Support Materials
- II.C-21 EOP&S Office Hours
- II.C-22 Math Center Hours

- II.C-23 STEM Web site
- II.C-24 Student Support Services (Trio/SSS)
- II.C-25 Child Care Center
- II.C-26 Mentoring and Tutoring for LAMC Students Enrolled in Online Law classes
- II.C-27 Technology Master Plan
- II.C-28 Reading Plus Evidence
- II.C-29 Students of Five Disciplines – Survey results
- II.C-30 Institutional Learning Outcome (ILO) Evaluation
- II.C-31 Service Area Outcome (SAO) Evaluation – Learning Center
- II.C-32 Spring 2012 Student Survey
- II.C-33 Fall 2011 LAMC Faculty/Staff Survey