Members Present: Angela Echeverri, Georgia Estrada, Pat Flood, Abdo Malki, Michong Park, Said Pazirandeh, Mark Pursley, Jan Silver, Nadia Swerdlow

Resource Members Present: Alfred Romulo, Sandy Thomsen

Members Absent: Alma Johnson-Hawkins, Maury Pearl

Resource Members Absent:

Guests Present: D’Art Phares, Gary Prostak

Call to Order: By Co-Chair Jan Silver at 1:36 p.m.

1) Approval of Minutes of April 24, 2009
   a) MSU (Michong Park/Angela Echeverri) to approve as amended

2) Program Review reports with Department Chairs
   a) PACE (1:45 p.m.): See below
   b) Learning Center (2:15 p.m.): See below
   c) Library (2:45 p.m.): See below

3) Reflections for Response Letters
   a) Commendations
   b) Recommendations

4) Call for Additions to May 18th Business Meeting Agenda
   a) None.

Meeting Adjourned at 3:36 p.m.

Minutes taken by D’Art Phares
Program Review Report (PACE)

1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08).
   - PACE average class sizes have increased since the fall 2007 data on the program review report.
   - Our ACS for fall 2008 shows improvement (23.18 at semester's end) and our current ACS for spring 09 is 34.31. Better communication with counseling and department chairs, along with scheduling changes (especially offering fewer sections of a course in a semester) are continuing to improve enrollment numbers. Recent changes in the college schedule, including cross listing of PACE courses with department offerings should have a significant impact on PACE enrollment.

2. What do you see as the strengths of each of your units?
   - Outstanding faculty: Teaching working adults in an accelerated format poses unique challenges. In consultation with department chairs, LAMC PACE has acquired a core group of instructors who work effectively in an accelerated format and who are flexible to the special concerns of working adult students. Their skill and commitment is an important contributing cause for the high rates of student success in PACE courses.
   - Committed staff: PACE Program Assistant Laura Villegas and PACE Director Mark Pursley have demonstrated their commitment to student success over many years. The PACE office provides academic advisement, problem resolution, and empathetic support for students enrolled in PACE courses and other students who wander in to our office area.
   - PACE Tracks: The PACE academic tracks were created so that students with specific transfer goals receive only the classes they need to satisfy graduation and transfer requirements. This helps demystify the CSU, IGETC, preparation for major, and graduation requirements for students.
   - Close connections with transfer partners: The PACE Director maintains close relationships with the primary public and private transfer institutions that PACE students consider as transfer options. The director regularly attends meetings at and invites representatives from CSUN PACE, CSUDH PACE, UCLA, Pepperdine University, University of Redlands, University of La Verne, University of Phoenix, and others. Two full time instructors from CSUN PACE (Sheryl Thompson, English, and Richard Tontz, Economics), teach part time for LAMC PACE, so our students already have some connections when they transfer to CSUN and some informed judgments about academic expectations at the transfer institution.
   - Emphasis on collaborative learning: PACE instruction relies heavily on study groups or learning teams. A cohort of students will frequently maintain the same learning team over several semesters of course work in PACE. This provides a system of peer support that is another contributing cause to the high student success rates in PACE courses.
   - Close connections with the honors program: Unlike many community college Honors Programs that are accessible only to daytime students, LAMC Honors recruits heavily from the PACE student population, enabling a number of returning students to receive scholarships and pursue upper division level honors research at our UC transfer institutions.

3. What do you see as the challenges?
• Effective marketing: PACE currently has no funds for a professional brochure to market PACE effectively to our target demographic. Campus recruiters have rarely mentioned PACE when they make presentations at high schools or college fairs.

• Maintaining quality faculty: Many of our best PACE instructors have retired or received full time teaching appointments. To replace a PACE faculty member, close cooperation with the academic departments and the academic affairs office is essential, including a time consuming selection process. In some cases, department chairs have appointed faculty who have not performed well in the PACE format. One problem instructor can cause serious harm to PACE’s word-of-mouth marketing system among the student population. (This recently occurred with Environmental Science in spring 2006 and Math 115 from spring 2005 to fall 2008).

• Counseling: There is no designated PACE counselor so PACE students have sometimes seen counselors who were not well-informed about PACE. Some students reported that counselors had advised them against taking courses in PACE, based on the false assumption that accelerated courses are “harder” than traditional 16 week courses. More recently, this situation has greatly improved as the counseling department has graciously permitted the PACE director to make presentations once a year at counseling department meetings. Still, the lack of a designated PACE counselor is a challenge.

• Visibility on Campus: Many students who would benefit from PACE are not aware of the program. A page in the fall schedule explaining PACE is a helpful corrective. Our main competitor, ITV, is mentioned on the LAMC.edu Homepage, PACE is not.

• Classrooms: Most PACE instructors use PowerPoint to deliver lectures. PACE students would benefit if PACE courses met in smart class rooms. It would also be helpful if certain smart classrooms were designated for PACE courses on evenings and weekends.

4. How does your unit planning support the mission of the college?
• The mission of Los Angeles Mission College is the success of our students. To facilitate their success, Los Angeles Mission College provides accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment by:
  • Encouraging students to become critical thinkers and lifelong learners;
  • Ensuring that students successfully transfer to four-year institutions, find meaningful employment,
  • Improve their basic skills, and enrich their lives through continuing community education;
  • Providing services and programs that improve the life of its immediate community.

• More effective marketing strategies, that target the working adult demographic, will improve community access to education. Working adult students who lack the time and resources to attend college three or four evenings per week need to be informed about the advantages that PACE offers.

• The addition of a part time student worker would increase the service and support offered by the PACE office improving student success.

• Continued communication with academic departments and counseling to ensure that PACE course offerings are meeting the career and transfer goals of our students while maximizing enrollment.

• Establishing a PACE Advisory Committee to review current tracks and discuss the implementation of new tracks could serve a fruitful purpose.

5. What are your visions for changes, revisions and growth?
• Ongoing discussions with department chairs, counseling, and the Dean of institutional Research to ensure that the existing PACE Tracks are best suited for meeting the career and transfer goals of our students. The possible addition of new tracks, including
vocational tracks, is an interesting possibility. Moorpark College had vocational PACE tracks, including one for Administration of Justice. Oxnard College PACE offers an AS in Legal Assisting and another for Child Development. We have added an AJ 1 course to the Social Science Track for fall 2009 to help gage student interest. A Medical Assistants program is another possible option.

- Over the past few years we have been experimenting with hybrid courses in PACE. We have entertained the idea of creating a hybrid track, where students attend face-to-face sessions only on alternate Saturdays. So far, the results are mixed, with higher initial enrollments in hybrid courses but lower levels of student success. Finding the right instructors for this format is crucial. We will continue to explore this option.
- In the past, PACE has had mixed success with offsite locations, however, we will continue to explore possibilities for holding courses at local businesses or high schools to better serve working adult students in neighboring communities.
- Day PACE. Years, ago, PACE had mixed success with a Wednesday daytime track. For students who work nights and weekends, a day PACE track may have some appeal.

6. What resources are needed to support as well as to build the programs in your Department?
- A professional brochure to market the program.
- A student worker for 12 hours a week to provide coverage in the office evenings and Saturdays.

7. What is the status of SLO assessments in your department?
- Learning outcomes for PACE students are the same as those specified by the academic disciplines for their non-PACE students. Academic performance inevitably will be demonstrated through coursework in many disciplines and by other measures as may be developed by these disciplines. No academic departments have yet requested PACE instructors to assess SLO’s in PACE courses.

8. What is the status of the course outlines of record and course updates in your department?
- PACE does not routinely update course outlines. However, the PACE Director has completed course updates for history 86, Anthropology 104, and Education 203 when PACE students needed these courses and no regular faculty were available.
Program Review Report (Learning Center)

1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08).
   • The LRC Director retired in March and will be replaced by July.
   • Changes to method of student and tutor login and logout use have taken place.
   • Time card system has been replaced with login and logout stations in three tutoring areas and two additional multimedia labs. Tutoring computers have own appropriate login and logout system.
   • Weekly reports have been initiated and the usage reporting system is undergoing revision and will be implemented for each area.
   • Information desk and IT area have been relocated.
   • Department secretary and instructional aides have been moved to a central location next to the LRC director’s office.
   • Tutor training approach has been modified from initial 9 hour course to:
     • beginning of semester general meeting and training
     • towards end of semester general meeting and training
     • comprehensive online tutor training assignment
     • online sexual harassment training
     • instructional aides continue to conduct ongoing monitoring and training in their own specific areas
     • all training includes guest lecturers for specific areas such as customer service as well as department and instructor input on subject area tutoring
   • Hiring process has been modified to include input of director into final decision and a completion of all documentation prior to beginning work.
   • IT personnel will be working on semester specific projects.
   • Methods of referring students to tutoring have been revamped. Class visits will include the provision of rosters for instructor to check off student names and sign. This parallels the online method but is more direct.
   • Departments have been approached to include instructors in LRC support. Two business department instructors currently do volunteer work at the LRC. One is now a paid accounting tutor.
   • The left side, as one walks in, is being designated in a more direct fashion as the open, free, online side for internet use, chatting, and personal use. All learning software, such as PLATO, has been migrated to the right hand side deemed the tutoring side. This shift enables us to better monitor learning software use as well as to accordingly record and claim apportionment.
   • See attached for enrollment trends.

2. What do you see as the strengths of each of your units? What do you see as the challenges?
   • The space is both a strength and a challenge. The LRC is housed in a large, multi-functional building which lends itself well to a variety of student learning support responses. It is a physically attractive facility.
   • It is also a challenge in the fact that the LRC does not supervise the entire space.
   • Offices and computer labs exist along the perimeter of the LRC. The DevCom offices and specialized classroom are directly in the middle of the Tutoring area. The entrance to classrooms used by a variety of departments as well as the entrance to the library is through the LRC. This is problematic from the standpoint of creating a supportive and manageable lab.
• The LRC almost always has students wandering through, or sitting in the space, even when it is closed.

• Other strengths include:
  • The LRC is able to respond with immediacy to department and instructional needs. Our instructional aides can, and have, quickly developed workshops for interested instructors and their students. For example, if a history class, or a child development class, or any other department needed bilingual help, we can easily provide in-classroom tutorial support.
  • extensive number of computer stations and variety of educational software available to the students
  • Also, it should be said that we do have a great group of tutors, student workers and classified personnel who care about each other, the students and the school. We have professional and semi-professional staff members who have advanced degrees or are working on them and have the ability to tutor all levels from basic to advanced.
  • Our science tutoring is quickly becoming very popular and very well attended. This is the only science tutoring offered on campus for the entire student body.

• Other challenges include:
  • creation of a stronger connection to all departments
  • find, training, and supporting tutors.
  • obtaining a consistent funding base
  • finding innovative leadership to lead change
  • the development of a unit assessment process specific to the role of LRC
  • development of easier system to track and monitor use of funds other than program 100 given the fact that if tutors are paid with SFP funds no apportionment can be claimed

These and other major issues will be addressed in the near future.

3. How does your unit planning support the mission of the college?

• In the largest sense of the definition, our role and goal is to serve the mission of the college by providing support across the curriculum. Clearly, in our view, we are and should be at the heart of all student support responses.
• We strive to develop and offer mechanisms to help students with all necessary learning needs, whether these are upper level transfer preparation, academic support concurrent to classroom work, or preparatory and supportive in addressing basic skill needs. We also meet with department chairs, visit classrooms, and are ready to develop appropriate and relevant responses. Thus, student success at all levels is enabled by supporting the needs of students with varied learning skills by providing tutoring and learning assistance in one on one, group, and workshop modes.
• Our efforts promote equal opportunity for all our students and tutors are trained in the appropriate standards for academic achievement and how to help students achieve those standards. In addition, our Instructional Assistants provide support services for our faculty thereby contributing to instructional effectiveness and enhancing student success.

4. What are your visions for changes, revisions and growth?

• This is an exciting time for the LRC. First, the current proposition money projects have reached the LRC and a user group will soon be meeting to discuss needs and designs. In addition, a new Title 5 Grant is currently being written with the specific purpose of
supporting and enhancing student success through improving the design and delivery of the LRC.

- These are important developments that will help to effect necessary changes. The essence of the design and development is:
  - to grow with the college and increase tutor hours and subjects
  - to have the resources, the content knowledge, and the methodological skill to provide needed support in all required modes, manners and subjects
  - the development of a close connection between instruction and learning support by developing a closer and more intimate relationship with department chairs and instructors.
  - the enhancement of our delivery of more subject specific services.
  - the development will include the institutionalization of the Title 5 Math Lab under the structural mechanisms of the LRC and LRC Director.
  - Expansion of science tutoring and provision of tutoring in economics, accounting, business, geography and other areas where student needs have not been met in the past.
  - Our Writing Lab is expanding to provide tutoring across the curriculum for art history, psychology, business, administration of justice, family and consumer studies, history, philosophy and political science courses. We anticipate a greater need for additional tutors and workshops as we experience the continuing increased growth of our student body.
  - New changes include another system through which to attract, train, and retain tutorial excellence through linking with teacher preparation programs. For those students interested in teaching, and as part of their training, to ask them to participate as our tutors. This can be done with CSUN and CSULA, but in the future with our own yet to be developed campus certificate in education.
  - Many options exist which will be discussed through our meeting with Proposition and new Title 5 committees. One of the ideas to be presented will be online tutorials.
  - A greater emphasis on directed learning activities is being explored.

- Our structure consists of the following:
  - an open computer lab for online use, chatting, and word processing (55 computers approximately)
  - a learning software lab for self-paced learning with tutorial support (55 computers approximately)
  - a tutorial room under the supervision of one full-time instructional aide. This it the writing lab, but the same space will be used by other students and supervised by the same instructional aide.
  - another tutorial room under another instruction aide, .5 time. This room focuses on science and math.
  - a new center, to be institutionalized, is the Title 5 Math Lab. This lab will also require a supervisor.
  - A reading lab

5. What resources are needed to support as well as to build the programs in your Department?

- The recruitment and hiring of an energetic and innovative leader who understands the diverse elements of directing a Learning Resource Center is perhaps the most necessary element.
- Budgetary restraints always play a role, but, there are ways of becoming more efficient and alternative funding streams need to be discovered. Baseline funding needs to be reviewed
with the premise of the institutionalization of the Title 5 Math Lab as well as the advent of Proposition and New Title 5 ideas.

- Ideally, we would like to have three full time instructional aides to supervise each of our three main tutorial rooms. We have one already. We would need to increase the hours of the .5 to full time. And, we need to hire a supervisor for the Title 5 Math Lab. All tutoring would fall under the supervision of one of these instructional aides.
- We clearly intend to continue to remain vigilant to new software, textbooks, learning materials, specialized tutoring resources, and other necessary ingredients that are necessary in order to enable us to provide service to all levels which include literacy, basic skills, transfer, and more.

6. What is the status of SLO assessments in your department?

- Student Service Objectives, instead of “learning,” were prepared and submitted last year.

7. What is the status of the course outlines of record and course updates in your department?

- This does not apply to the Learning Center.
1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08).
   - As the college grows, so does the use of the Library.

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<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tr>
<td>College Enrollment</td>
<td>7,540</td>
<td>8,596</td>
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<tr>
<td>Does not include e-books</td>
<td></td>
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<tr>
<td>Database Use</td>
<td></td>
<td></td>
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<tr>
<td>Gate Count in a typical week</td>
<td>1,171</td>
<td>1,950</td>
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</tbody>
</table>

   - Recent additions and changes in library services:
     - Library Science 101—Library Research Methods (Plan to offer online as well as face-to-face)
     - Discontinued one workshop (Internet 1)
     - Adding a Health workshop for Fall 2009
     - Added a scanner and color printer for student use
     - Installed new student computers

2. What do you see as the strengths of each of your units?
   - Staff is responsive to student needs.
   - Services are planned to support student learning and achievement (IC Workshops, access to resources from campus and from home.
   - Website kept current.
   - Working computers

   What do you see as the challenges?
   - Keeping resources relevant and consistent with insufficient and inconsistent funding
   - Prioritizing resources to meet needs of a diverse curriculum and a student population with widely diverse language and computer literacy
   - Library hours insufficient
   - Not having a dedicated computer lab for instruction
   - Not having facilities to accommodate needed collections
   - Having a student card printing and copy system that is labor intensive
   - Constant updates and changes to software and databases

3. How does your unit planning support the mission of the college?
   - The mission of Los Angeles Mission College is the success of our students. To facilitate their success,
   - Los Angeles Mission College provides accessible, affordable, high-quality learning opportunities in a culturally and intellectually supportive environment by providing the following:
     - Encouraging students to become critical thinkers and lifelong learners
• Ensuring that students successfully transfer to four year institutions, find meaningful employment, improve their basic skills, and enrich their lives through continuing community education
• Providing services and programs that improve the life of its community
• Examination of workshop attendance, survey results, and usage data prompts us to plan, change and improve the services the library provides. These changes help ensure students are exposed to organized collections, quality learning and library experiences to help in successful attainment of information competency and lifelong learning skills and completion of course work.

4. What are your visions for changes, revisions and growth?
• Expand collaborative efforts with disciplines to identify areas that the Library could more fully support instruction and students.
• Expand book, periodical and database collections
• Expanded text-book collection or access to textbooks
• Expanded Library facilities to accommodate college growth and expanded collections and services
• The Library is highly dependent on up-to-date computers and software. A technology plan that includes a regular replacement interval of computers.
• Dedicated instruction lab (critical)
• Expanded children’s area with appropriate furniture
• Expanded reading area(s) with comfortable seating
• Collaborative learning and work areas, one area where food and beverage is OK
• Longer hours
• Online instruction and support
• Grow collections
• Explore social learning applications and determine how they may be used to provide services for students
• See also responses to 5.

5. What resources are needed to support as well as to build the programs in your Department?

• Facilities?
  • Computer lab - 40+ workstations with capacity to hold 75 people. Smart classroom setup (immediate need)
  • Conference room for demonstrations, orientations, quest speakers, district and local instructional activities. 75 person capacity. Food permitted. Smart classroom setup.
  • Soundproof group study rooms
  • Additional study rooms and collaborative study areas
  • Quiet study areas, perhaps in enclosed rooms
  • Signage throughout building
  • Assess space needs for all collections. Videos, DVDs, reserve, textbook, paperback, basic skills, oversize, periodicals, children’s literature, college archives require more space
  • Orient entrance to library so that it is more accessible to students and campus

• FTEF?
  • Dependent on services offered, facilities and library hours

• Staff?
  • 20 additional student worker hours
- Other staffing needs dependent on services offered, facilities and library hours.
- Technology?
  - Improve student printing and copy service (problems: no changer, print cards expensive and not kept in stock, requires staff intervention with making change, purchasing print cards, adding value to print cards, printing, copying, frequent paper jams)
  - More computer workstations
- Other?
  - Reinstate Library Subcommittee -- library advisory group made up of faculty.
  - Budget to support diverse programs and student needs

6. What is the status of SLO assessments in your department?
- Workshops assessed on regular basis
- Services assessed on a regular basis
- Need to link to discipline Information Competency Assessments

7. What is the status of the course outlines of record and course updates in your department?
- Two credit courses are current