STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution’s intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary

The Library

The two-story Helen Miller Bailey Library, located in building F3, is open year round Monday through Saturday to accommodate the schedule of classes offered at the college. The library’s book collection numbers 120,522 volumes. There are 320 print serial subscriptions and 5 major electronic databases. All materials and study rooms, group and individual, are accessible to students, staff and faculty. The library also houses a conference room for use primarily by faculty and staff. The reference collection, all electronic databases and the Internet Lab, which are used for research purposes, are located on the first floor. There are 48 computer workstations for public access. In addition, there is an ADA computer workstation available that includes access to a scanner; this was secured through a collaborative effort with the Disabled Student Center on campus. The circulating collection, study rooms, and the library’s teaching classroom containing 21 computer workstations are located on the second floor. All orientations and training sessions take place in the teaching classroom. The library also offers two 1-unit credit courses, Library Science 101 (Library Research Methodology) and 102 (Internet Research). Currently the library houses a limited collection of audiovisual equipment that is available for short-term loan to faculty and staff.

A satellite branch of the library has provided basic services at the South Gate Educational Center since spring 2002. The collection consists of 800 titles and 6 computer stations. The library is staffed by one full-time librarian, hourly librarians, and one paraprofessional. The library is open Monday through Thursday, 8 a.m. to 9 p.m. and Friday, 8 a.m. to 4 p.m. Couriers deliver requested materials to the site daily from the main campus.

The Learning Assistance Center

The mission of the Learning Assistance Center (LAC) is to assist all students in their pursuit of excellence at the college by providing them with the academic support they
need to become independent, responsible learners. Located in F5-107, the center operates Monday through Thursday from 9 a.m. to 8 p.m. and Fridays and Saturdays from 9 a.m. to 1 p.m. Additionally, tutoring in writing and English classes was first offered during spring 2002 at the South Gate Educational Center in coordination with the Learning Assistance Center.

The center’s principal activities are peer tutoring and computer-assisted instruction. The center offers one-to-one and small group tutoring sessions in basic skills, writing, mathematics, study skills, and note taking, and in college-level vocational and transfer courses. Workshops and study groups for high-demand courses are also offered. The Computer Assisted Instruction Lab functions as an alternative learning mode and as a source for workshops in word processing and use of the Internet for ELAC students. The LAC distributes information on its programs and services through class visitations, memorandums, posters, and flyers at the beginning of each semester. Descriptions are also available in the college catalog and the schedule of classes. The LAC served 4,304 students in spring 2002, with each student averaging 2.5 hours of use weekly.

Other Learning Resources

Aside from the Library and the Learning Assistance Center, several departments and programs offer information and learning resources for students. Their hours and days of operation may vary from semester to semester, but they are open Monday through Friday; many are open on Saturday. Among these resources are the following:

• **The Computer Assisted Drafting and Computer Graphics Lab**, located in G6-110, has 25 computers for use by the students in the Architecture and Art Departments. A full-time instructional assistant and part-time student workers operate the lab.

• **The Engineering Computer Lab**, located in G8-123, has 25 computers for use by the Engineering Department students. A full-time laboratory technician operates the lab.

• **The MEnTe (Mathematics Enrichment through Technology) Lab**, funded by Title V and located in the N-2 building, has 66 computers, two computer classrooms, and two lecture classrooms computer stations for the instructor.

• **The Media Arts Center**, located in the C-2 complex, was designed to support the T.E.A.M. Program Curriculum (Technology in Entertainment, Animation and Multimedia Program Curriculum). Forty computers are available within the lab’s four mini-labs. Instructional staff consists of two faculty members who teach the academic courses and student tutors.

• **The Computer Applications and Office Technologies Department**, located in the E-3 building, has 4 classrooms housing about 160 computers that are used for
teaching and for labs. One full-time instructional assistant, one part-time instructional assistant, and part-time student workers operate the labs.

- **The CSIT (Computer Science Instructional Technology) Lab**, located in the E-1 building, has 85 computers. Two instructional assistants operate the lab.

- **The Nursing Lab**, located in the G-9 building, has 20 computers and computer interactive software and videotape programs for nursing students. One instructional assistant and student tutors operate the lab.

- **The Academic Technology Support Lab**, located at the South Gate Educational Center, has 120 computers and a variety of tutorial programs to serve the entire student population, faculty and staff. Various departments also use two instructional classrooms. A full-time Assistant Network Computer Specialist operates the lab.

- **The Photo Lab**, located in the U-3 building, contains 24 Macintosh computers and peripheral equipment and operates in a classroom when classes are not in session. A black and white darkroom contains 20 enlargers capable of printing 35 mm. to 4' x 5' film. A color-enlarging lab has 8 stations. A photography studio also doubles as a classroom. One instructional assistant and student workers, along with an instructor, operate the lab.

- **The DSP&S Hi-Tech Lab**, located in F5-111, offers services exclusively for disabled students. These services include tutoring, educational equipment, and computers with special software. Eleven computers, some with 21-inch monitors, are equipped with the Microsoft Office 2000 Suite; Zoom Text; Get a Clue; Kursweil 3000, and the JAW 3.5 reading program. Scanners and CC TVs (text magnifiers) are also available. One full-time instructional assistant staffs the lab. Tutoring services are also available in the main DSP&S office in the C-2 complex. Three tutors work with students individually in grammar, spelling, vocabulary, and mathematics. Due to students’ special needs, each tutoring session may last up to four hours.

- **The English Department Writing Center**, located in F5-107, is designed to assist students with their writing needs. Ten tutors split their time between being in an English classroom assisting the instructor and in the lab tutoring students. An instructor from the English Department and an assistant operates the lab.

- **The ELAC Online Educational Program** has been in operation since fall 2001. For the fall 2002 semester, 32 courses in 11 disciplines were offered for online learning. The Online Education Director is housed in F5-105. This .6 Instructor, Special Assignment position shares office space and support staff with the Office of Professional Development. The director can be contacted online or by voice mail and responds within 24 hours. Interested students are encouraged to view the online Web page to seek general information or to contact instructors.
• **The Faculty Media Center**, located in F5-105, is designed for the exclusive use of ELAC faculty and staff. Professional development training in the latest administrative and educational computer applications is conducted on campus as well as online. In addition, the Center provides support to hourly or full-time faculty who lack Internet or e-mail access in their offices on campus. The Professional Development Coordinator and Online Education Director share office space and staff in the center. The Professional Development Coordinator was assigned full-time until June 2002 when the assignment was reduced to .4 FTE, while the Online Education Director is on a .6 FTE basis. Three program assistants and an Instructional Assistant comprises the support staff.

The Media Center is equipped with ten personal computers that are Internet-connected; one Macintosh; one 24-inch Plotter; one Poster Maker; two black and white printers; and two scanners. Available for faculty use in the classroom are twelve laptops, five LCD projectors; two LCD projector screens, one white board, and one 3D image projector. All state-of-the-art computers are equipped with the latest Microsoft applications, plus Web page creation and imaging software.

**Self-Evaluation**

**The Library**

The Helen Miller Bailey Library strives to provide the best service to its users. To do this the library chair sought increases to the budget for fiscal years 2000/2001 and 2001/2002. Most needed was a book budget increase from $50,000 to $100,000 (**Document 6.1**). The book collection is antiquated due to years of insufficient budget and loss of items. A report generated from the automated circulation system showed that 302 items, ranging from books to magazines, were declared lost from 1995 to 2000. The actual cost per item is difficult to ascertain because of fluctuating prices for materials. However, the default price as set by the circulation system is $50 per book item. Therefore, it can be calculated that the library has lost thousands of dollars in materials that have been checked out but never returned to the library. This does not account for the items that are stolen from the library annually.

An expanded Internet lab was established in the library when 20 computers were added in spring 2002. This action reflects the attainment of one of the Library’s projected goals stated in its *Technology Plan 1999-2004* (**Document 6.2**). Previously the Learning Center was the only site on campus for open access to the Internet. The Internet lab is highly popular. As noted in the “Item Statistics” report for the library, from July 1, 2001 to June 30, 2002, Internet usage on these specific computer workstations was 10,637.

Results from the Faculty/Staff/Administrators Survey completed in 2001 showed that 39 percent of all persons surveyed felt that the library facilities were sufficient to support the college’s courses, 29 percent felt that the college library holdings were up to date, and 41 percent of all persons surveyed felt that the library’s electronic databases were helpful (**Document 6.3**).
Results from the Student Survey taken in fall 2000 showed that 51 percent of all students surveyed felt that the library collections were well maintained, and 66 percent of all students surveyed felt that the library was opened at convenient hours (Document 6.4).

The library has developed a Web page with links to all of its available resources via the Internet, as well as a communication link to the staff via e-mail addresses. Numerous free handouts are provided for student and faculty use. Access to five important electronic databases is available on and off campus and provides enough research material for a student to adequately fulfill his/her information needs as they relate to community college expectations. However, because electronic databases are very expensive and library funds are limited within the fixed budget, there does not presently exist the opportunity to expand the electronic holdings. There are many selections that can enhance the library’s offerings, but budget limitations are a barrier. The textbook reserve collection is highly used; however, not all instructors place copies of the textbooks that they use on reserve.

The Learning Assistance Center

Since 1997, student use of the Learning Assistance Center has increased steadily and dramatically. A review of the LAC Cumulative Hours Report from spring 1997 to spring 2002 reveals dramatic trends in increased enrollment and participation. In spring 1997, 1,731 students sought tutoring and computer-assisted instruction at the Learning Center. Two years later, in spring 1999, 2,449 students were served, an increase of 41 percent. In spring 2002, 4,304 students participated in Learning Center activities, an increase of 75 percent over 1999. Projecting a possible increase of 75 percent from spring 2002 to spring 2005, about 7,564 students will participate in Learning Center activities during spring 2005.

An increasing student population during 2002-2005 will increase the demand for tutoring and learning assistance, thus impacting the Learning Assistance Center’s ability to provide such services. Although as previously described, several departments and programs offer tutoring and computer access, not all departments are open long hours nor are their facilities or services available to all ELAC students, as are those of the LAC. Continued use of the Internet to supplement instruction and to provide online courses has exerted pressure on the LAC to expand its computer laboratory and initiate online tutorial support. Expansion of the South Gate Educational Center and other off-site locations continue to create a need for tutoring and computer-assisted instruction at these sites.

Recognizing the importance of providing academic support to all students who seek it, the college will relocate the Learning Assistance Center into its new Technology Building. Construction began in December 2002 and is projected to be completed in approximately 20 months. The Learning Assistance Center will have a room on the second floor that is twice as large as F5-107. The new room will easily house 100 computers and 10 tutoring tables, with each accommodating 6 students. This increase in space will make it possible for the Learning Center to serve up to 160 students per hour.
Supplemental instruction is an academic assistance program that targets traditionally difficult courses and assigns study session leaders to these courses. The session leaders, in turn, meet students regularly in scheduled weekly workshops. Supplemental instruction can be used as an additional learning mode at ELAC to augment opportunities for student academic success.

Planning Agenda

The Library

- The library staff will seek additional funding sources from external agencies, such as library grants from the State Library, private organizations, and collaborative projects with similar institutions.
- The library staff will seek to build or improve partnerships with other departments and outside agencies, such as California State University, Los Angeles, to enhance the program.
- The main focus on planning for the next three years will be to enhance the interior aesthetic quality of the library. Recent renovations to the library have included new paint and installation of new carpet. However, there is still much to be done within the library. A plan that identifies the needs of library is essential to meet the challenges within the community college environment for the next five to ten years.
- Notices will be sent to faculty encouraging them to place copies of texts on reserve.

The Learning Assistance Center

- The Learning Assistance Center will continue to foster excellence and innovation by introducing online tutoring services and by initiating supplemental instruction into its tutoring activities.
- During 2002-2003, the LAC director will work with the eight other directors from the Los Angeles Community College District to establish online tutoring services for all students, including students enrolled in online courses.
- Until the move into the new Technology Building occurs, the director will implement a number of approaches to solve space problems as needed: schedule more workshops to accommodate larger numbers of students, assign tutors to work on site at particular departments, and extend the Learning Center’s hours of operation.

6.2 Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution’s purposes and support the educational program.

The Library

Librarians seek advice from faculty and students on the acquisition of titles. A book request/suggestion form has been added to the library page on the college Web site <www.elac.edu>. In addition, the acquisitions librarian reviews the schedule of classes, contacts members of the various departments, and reviews professional library literature.
as resources to assist her in making acquisition decisions for books, periodicals, and audiovisual materials. She is also a member of the Curriculum Committee.

While electronic resources are limited because of their cost, the library has purchased the major core collection items that are needed to support the academic institution. Through the library’s membership in the Community College League’s consortium program, library users have access to several databases 24-hours/7-days-a-week from off campus. User names and password authentication are currently being used to login to these databases: Los Angeles Times (1985 +), ProQuest Researcher (1986 +), Gale’s Literature Resource Center, and Ethnic Newswatch.

Faculty and staff heavily use the audiovisual equipment supported by the library. However, only a limited amount of equipment is available.

The Learning Assistance Center

In keeping with the college mission, the LAC has responded to the needs of underprepared students, basic skills students, and students in college-level classes as student needs are identified through dialog with the faculty and with student users of the center. The computer lab has grown from having 24 computer stations in 1998 to 65 stations in 2002. They are connected to the Internet and have the latest computer software programs. In addition, 18 state-of-the-art computers purchased by the Social Science Department were made available for Internet use beginning spring 2002.

The LAC director is currently working with the Dean of the South Gate Educational Center to initiate tutoring services in mathematics and basic skills and expand the services offered in writing by the English Department. Other off-site locations are encouraged to send their students to the main campus for tutoring services. A list of online tutorial services is distributed every semester to students who attend the LAC. This list has been given to the online education program director for posting.

Self-Evaluation

The Library

Although the library has developed several methods for soliciting suggestions for library materials, the reality is that the budget is the overriding rule and that many times there is a lack of sufficient funds. Another area of concern is the shortage of audiovisual equipment and media services that are provided and maintained for classroom use by the library staff. Also library employees are not equipped to provide support or service for equipment.

The Learning Assistance Center

To prepare for the center’s next expansion of services, the LAC staff and director need to become proficient in the implementation and use of online tutoring and of supplemental
instruction in order to introduce these alternative modes of academic support during 2002-2005. The LAC director met with the other eight LAC directors in the District during spring 2002 to plan for the implementation of online tutoring during the next year. The LAC director also attended a workshop on supplemental instruction to begin planning for implementation of this service.

Planning Agenda

The Library

- The library will continue to provide audiovisual materials and equipment; however, more space is needed to house these items. The renovation plan is addressing this problem. There will be an expansion of present audiovisual storage space. Consideration will be given to establishing a media center elsewhere on campus, perhaps in the new Technology Building.

The Learning Assistance Center

- Planning for online tutoring services and supplemental instruction that was begun in spring 2002 will continue.

6.3 Information and Learning resources are readily accessible to students, faculty, and administrators.

Descriptive Summary

The Library

The library has hours of operation that reflect, for the most part, the hours of operation of the college in general. The library is open year round Monday through Saturday to accommodate the multi-sessions of classes being offered throughout the year. During finals week, the library has extended hours of operation, including Sunday hours, to accommodate the students. The library strives to create an environment whereby faculty, staff, and students have access when needed. The electronic resources are accessible on a 24-hour/7-day-a-week basis. Information on using the electronic resources is provided in a library handout (Document 6.5).

The Learning Assistance Center

The Learning Assistance Center’s hours of operation reflect the effort to service both day and evening students, as well as students requiring weekend help. Faculty bring their classes regularly to the center for orientation sessions on the use of the Computer Assisted Instruction Laboratory and the tutoring services. Many faculty provide the center with software and other materials they use to develop assignments for their students. Faculty also use the center for classroom activities.
The week before final examinations, the LAC opens its doors for Stop Week, an extended service that has been in effect since 1996. Hours of operation during Stop Week are 9 a.m. to 11 p.m. Monday through Thursday; 9 a.m. to 4:30 p.m. on Friday; 9 a.m. to 2 p.m. on Saturday; and 1 to 5 p.m. on Sunday.

During summer sessions, the Learning Assistance Center offers its services to reflect the classes being offered on campus, as well as the class schedules being implemented. Generally, the center is open from 10 a.m. to 5 p.m. Monday through Thursday, but its hours of operation are extended if needed.

The LAC’s Web page links to the ELAC homepage and contains information about Learning Center services in tutoring and computer-assisted instruction.

Self-Evaluation

The Library

The library has a presence that encompasses a 24-hour/7-days-a-week schedule through its Web page. The page contains all of the essential information that enables all students, faculty, and staff to access the electronic databases. The library’s schedule accommodates all classes by being open from mornings until night, including and weekends. Every librarian is accessible via telephone and e-mail. Instructors and administrators are encouraged to seek their assistance when it is needed.

Presently the library does not have a well thought-out plan for providing services to online education students. There has been an increase in the number of courses taught online, but how library services are integrated into the online program has not been specifically addressed and specific written library policy is lacking.

The Learning Assistance Center

The Learning Assistance Center needs to update its Web page to include all of its current programs and services, as well as e-mail addresses for its staff. Introducing online tutoring will increase accessibility to learning assistance for ELAC students. Online education classes will be better supported through online tutoring as well. A list of online academic support services has been provided to the online education director, but a direct contact with ELAC online support will increase the quality and quantity of service to students. In August 2002, the Mathematics Department initiated online tutoring services, but only for students taking mathematics courses.
Planning Agenda

The Library

• Library staff will communicate with the online education director for assistance in developing a plan to integrate the library’s online services and make them accessible to the online student.

The Learning Assistance Center

• The center director will work closely with the online education director and with the library staff during its implementation of online tutoring services and supplemental instruction. The close coordination of online tutoring, online library services, and online education courses will benefit students greatly.
• During 2002-2003, the LAC director and her staff will work to expand and update the LAC Web pages. The LAC Web site will provide online tutoring services and will link to the other Learning Centers in the District and to other websites that offer academic support.

6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary

The Library

The library has four full-time librarians (cataloger, acquisitions, systems, and department chairperson/periodicals) on staff at the main campus and one full-time librarian at the satellite library located at the South Gate Educational Center. All librarians have designated duties but act as generalists in terms of reference desk assignments. Each librarian conducts library orientations on demand. All of the librarians are familiar with the aspects of information technology and the use of the computer for research. The systems librarian provides the technical support and assists in training sessions.

The Learning Assistance Center

The center is staffed by one full-time faculty member and thirty student workers. All LAC staff and tutors are well trained in customer service skills and in the latest tutoring pedagogy and methodology; the laboratory staff are proficient in computer maintenance and software applications. The center director hires staff every semester to replace those program assistants and tutors who vacate positions as a result of graduation or transfer to another institution. Usually, eight to ten people are replaced every semester.
Self-Evaluation

The Library

The library staff is well qualified to serve the community college student. All librarians provide their professional services within their 33.5-hour work week. They regularly attend workshops to improve their skills. The addition of a librarian dedicated for Bibliographic Services/Information Competency would enhance the library’s program and permit more involvement in the curriculum process. This is viewed as a full-time position that would require establishing library courses across the curriculum as well as teaching them. According to a 1995 report from the California State University Work Group on Information Competency and addressed in an Academic Senate for California Community Colleges Report (1998), it has been well established that the need for development of the students’ information gathering skills is very important to their success in college.

The Learning Assistance Center

As Learning Center services are expanded during the period 2002-2005, the need to increase the LAC’s permanent staff will surface. A full-time Instructional Assistant in Learning Skills was available on a provisional basis during 2000-2001. All college committees that require participation by the LAC are the director’s sole responsibility. These committees include the Self-Accreditation Steering Committee; the Master Plan Steering Committee, the Educational Plan Subcommittee; the Info Tech Committee; the Lab Managers Committee, and the Standard Six Information and Learning Resources Committee. The projected growth in the Learning Center student population from about 4,000 to 7,000 students by 2005 supports the need for at least two other full-time staff plus hourly staff to assist at the South Gate Educational Center (Document 6.6).

Planning Agenda

The Library

- Clearance to hire an additional librarian for bibliographical services/information competencies will be sought when the Joint Hires Committee announces that proposals for new hires for other than replacement positions can be submitted.

The Learning Assistance Center

- The Learning Assistance Center will continue to foster excellence and innovation, academic achievement, and student leadership by training LAC staff in the latest computer software and in online tutoring strategies.
- The LAC will continue to offer campuswide tutor training sessions for all campus tutors in its efforts to provide excellent support services and create a positive academic environment for all ELAC students.
The director will request permanent staff and faculty for the LAC based on the center’s large production of ADA and FTE and the college’s expectation that the LAC should provide key representatives to several important campus committees. A permanent full-time Instructional Assistant in Learning Skills and an Instructional Assistant in Information Technology to help with the Computer Assisted Instruction Lab will be requested. To support efforts at the South Gate Educational Center, a request will be made for two positions for hourly instructors, special assignment—one to coordinate the Center’s proposed supplemental instruction program and one to coordinate tutoring and computer-assisted instruction services.

6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary

The Library

The Helen Miller Bailey Library’s book budget for the past two fiscal years, 2000/2001 and 2001/2002, was $100,000. The periodicals budget, including electronic serials and databases, has been approximately $42,000.

Through the use of funds from the basic budget (program 100), State Instructional Equipment, and Partnership for Excellence, the library has secured computers to meet the increasing demand for access to the Internet and to electronic databases. Personnel from the Information Technology Support office have helped to facilitate any maintenance and improvement issues with regards to the increasing demand for computer workstations. The additional budgets of Block Grant and Telecommunications and Technical Infrastructure Program funds have greatly assisted the library in its goal of providing adequate hardware and software programs so that students can make use of the information resources. Renovation of the library will serve to provide a more pleasing and conducive environment in which students can study.

The Learning Assistance Center

The Learning Assistance Center has used a variety of funding sources (general funds, VTEA, Partnership for Excellence, State Instructional Equipment) to augment its equipment and materials needed to provide its principal services. The center has entered into partnerships with the Life Sciences and Social Sciences Departments to provide special laboratory equipment and tutoring for their students.

The 2001-2002 LAC budget for equipment and supplies was $34,000. In 2000-2001, the LAC total budget, based on a combination of institutional and grant support, was $195,615. For 2002-2003, the LAC budget is projected to be $257,937, $69,000 of which is designated for specially funded programs.
Self-Evaluation

The Library

The library has experienced a welcomed influx of additional funding during the last few years. There was a vast improvement in the library budget for the past two fiscal years, 2000-2001 and 2001-2002; however, due to the diminished college budget this fiscal year, the library can no longer expect a healthy budget for materials. There are many desirable datatabases and collections that would enhance the library’s services, but the lack of funds are fundamental and will impede progress. Other sources of funding, specifically, Telecommunications and Technology Program (TTIP) and State Equipment funds, will be used to offset the budget limitations. Additional staff is necessary to assist students in the Internet lab.

The Learning Assistance Center

In light of its projected growth, the budget for equipment and supplies is not sufficient. For example, if student use increases by 30 percent as a result of adding new services, the LAC will need an additional $10,000 to operate. Furthermore, when the specially funded programs are not taken into consideration, the LAC budget for 2002-2003 is $188,937, a decrease of $6,678 from the previous year’s budget. Since the student population that is served increased by about 75 percent since 1999, the LAC will need at least another $50,000 to maintain its current level of service.

Planning Agenda

The Library

- Library staff will develop a plan to increase its basic program budget so that a part-time student worker can be hired to assist with the Internet Lab in the next year.
- The library will seek to increase the line-item budget for electronic database subscriptions.

The Learning Assistance Center

- Additional funding sources from external agencies will be sought to augment the center’s budget for the new academic support services it will introduce during 2002-2005. The LAC director will be attending the Grantsmanship Institute sponsored by the college to assist her in the development and submission of a grant proposal to augment the LAC budget. A strong possible funding source is the Youth Opportunity grant currently being used by the LAC to fund the ELAC Summer Immersion Program. This grant is scheduled to be funded for another three years, and the Youth Opportunity staff have indicated a strong interest in funding other endeavors by the LAC.
6.6 When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Descriptive Summary

The Library

The library currently has a reciprocal agreement with the library at California State University, Los Angeles, (CSULA) (Document 6.7). Students, who have a current East Los Angeles College (ELAC) student I.D., can borrow materials from CSULA. There is a bus provided by the City of Monterey Park that shuttles students directly from ELAC to CSULA, the fee is minimal. A CSULA outreach librarian is in direct contact with the ELAC library staff to discuss outreach concerns.

The Learning Assistance Center

The LAC does not rely on other institutions to support its function. Once online tutoring services are established, the Learning Center director will collaborate with other directors in the District to provide online tutoring services for all students in the LACCD.

Self-Evaluation

The Library

The preservation of the reciprocal agreement with California State University, Los Angeles, has been one of the highlights of the library’s extended services. This agreement offers a tremendous advantage for our students. The university is only three miles from ELAC, and there is a minimum charge for using the public transportation. Additional communication is required to foster a more in-depth relationship with the Cal State University, Los Angeles Library and develop future collaborative projects.

The Learning Assistance Center

When the Learning Assistance Center establishes online tutoring services for all District students, tutoring services will expand significantly, particularly for students who have very limited access to tutoring services: students in online classes, PACE students, and students at off-campus sites.

Planning Agenda

The Library

• Implementation of a collaborative effort that might prove to be equally beneficial for the two colleges will be explored. A Title 5 grant was recently awarded to CSULA to
work with three community colleges, including ELAC, to promote successful student transfer; inclusion of the library in the effort will be explored in the future.

**The Learning Assistance Center**

- During fall 2002, the LAC director will work with the Online Education Director to develop a Web page that will house the Virtual Learning Center. Also, the LAC will update and upload its web pages by working with the technical support staff. Once these pages have been uploaded, links will be created to other online tutoring services available at other college campuses outside the District. The Virtual Learning Center web pages will be used to train LAC tutors and staff. In spring 2003, the Virtual Learning Center will be available for students taking online classes at ELAC. In fall 2003, the VLC will be made available to all students at ELAC. In spring 2004, it will be available for all students in the District.

### 6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

**Descriptive Summary**

**The Library**

The library has prepared a program review document for 2002-2005 (Document 6.8). This planning document will assist in the planning process and evaluation process. The Student Survey and the Faculty and Staff Survey provided useful information about library services. The library’s web page has an area for suggestions that can be e-mailed to the library. Information gleaned from a book request form that can be completed and submitted via e-mail or hard copy is used to make decisions as to the purchasing of library materials. There are periodic meetings with the staff to discuss changes, ideas, and proposals regarding library procedures and policies. This information is used to implement changes as needed.

**The Learning Assistance Center**

The Learning Assistance Center has completed its program review for 2002-2005, identifying the planning activities that will be undertaken. The document was written by the LAC director in consultation with the staff and tutors of the center.

In addition, tutor and staff evaluations are distributed at the end of the semester to students with semester-long appointments; LAC staff and tutors complete self-evaluations at term’s end. Furthermore, instructors who have been assigned tutors to work specifically in their departments are asked to complete an evaluation form on the tutor with whom they worked. A peer panel reviews the various evaluations with each staff member. The director uses these evaluations for staff and tutor improvement, and considers them when determining the employment assignments for the following
semester. Evaluation results are reviewed at the beginning of each academic term with the new and continuing staff and tutors to determine changes that can be made to improve student service. Year-round planning activities are discussed at the bimonthly LAC staff and tutor meetings and training sessions.

Self-Evaluation

The Library

One of the most useful planning documents is the library’s three-year program review, which provides for self-evaluative measures. The student and faculty and staff surveys also provide useful evaluative data.

The Learning Assistance Center

The Learning Assistance Center utilizes all of its planning documents, the program review, the evaluation results, and the semester reports on student attendance, to determine changes that can be made to improve student service.

Planning Agenda

The Library

- The library staff will review the program review document at least once a year to measure progress toward library goals and to determine the need for revised/new goals.
- Regular communication with students, faculty and staff will be a goal for each staff member, but especially for the department chairperson.
- A newsletter with updates and other useful information will be an effective communication tool; it will be published once or twice a year and distributed in printed and electronic format.
- The library will consult with the Research Office to identify questions related to library services for inclusion in the next series of campuswide surveys.
- The library will also develop a method for developing and administering in-house informal surveys.

The Learning Assistance Center

- The LAC director and staff will review the program review document at least once a year to determine progress toward stated goals and to identify new or revised goals.
- The LAC director and staff will continue using the various evaluation forms to determine staff and tutor improvement as well as student service.
STANDARD 6 SUPPORT DOCUMENTS

6.1 Library Budget (100)
6.2 Library Technology Plan 1999-2004
6.3 Spring 2001 Faculty/Staff/Administrator Survey
6.4 Fall 2000 Student Survey
6.5 Library Remote Access handout
6.6 Program Review 2002-2005 - Learning Assistance Center
6.7 Reciprocal Agreement - California State University, Los Angeles
6.8 Program Review 2002-2005 - Library