ogram Review - 2015-2016

Library

Module:	Division Purpose

Question: Describe the purpose of the Discipline/Program/Service.

Answer: http://www.wlac.edu/library/about.aspx

Mission

The Division of Library & Learning Resources is located in the Heldman Learning Resource Center. Consisting of two departments, Library and Learning Resources, and three disciplines, Learning Skills, Library Science and Education, it addresses the interests and needs of a wide spectrum of students. From the student seeking tutorial assistance to the basic learner in English and in math skills to the serious researcher with the objective of critically identifying and synthesizing information and knowledge content, the Divisio■ s goal is to provide an environment that actively supports all academic pursuits.

Consistent with the College's larger mission for student success, the three-fold mission of the Division of Library & Learning Resources:
(1) to provide access to appropriate educational content and resources in a variety of formats
(2) to advance information competency across the curriculum
(3) to support individual and collaborative learning in an environment that supports the free exchange of ideas, methodologies, and values.

The Librar❙ s mission is accomplished through achieving the following objectives:

   -Identify, acquire, organize, preserve, and provide access to pertinent recorded knowledge to support pedagogical, study, and creative activities.
   -Recruit, hire, and retain, quality faculty and staff committed to delivering excellent services in response to the rapidly changing needs of the diverse user community.
   -Offer formal and informal instruction to promote information competency.
   -Provide an easily accessible, user-friendly and safe environment that fosters teaching and learning for both library users and library employees.
   -Apply appropriate technological innovations to achieve productivity and efficiency, as well as provide library services to distant learners and information seekers.
   -Communicate library services to raise awareness and promote partnerships with college organizations and departments, other libraries and educational institutions, and the local community.
   -Create a forward thinking, dynamic organization that is responsive and flexible in order to achieve its mission and goals.
   -Continue to improve the librar❙ s effectiveness through systematic, ongoing outcome assessment.

The Learning Skills Department offers resources to support student success, including computer-assisted foundational skills instruction and faculty-directed math and English instruction. The learning skills curricula approach to supporting student success includes scaffold learning at pre-collegiate and collegiate levels, emphasizing development of lifelong learning skills and maintenance of literacy with an interdisciplinary approach in both mathematics and language arts. Learning skills faculty provides individualized academic

skills advisement to assist students in selecting and completing appropriate support course work before and during enrollment in degree applicable math and language arts classes.

Question:	Describe how the stated purpose aligns with the college mission statement.

Answer: The library is in complete and positive alignment with the college mission statement. The West Los Angeles College mission statement reads: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

The Library aligns with the college mission in the following ways:
-Student Learning: Library orientations, reference desk interviews, workshops, and formal information literacy classesteach students how to conduct effective and efficient research to achieve academic goals.
✍ Knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learnin❈ : The library provides vocational and career resources, college and university profiles.
-Learning communities and student success: The library works with learning communities in providing online and on-campus resources.
-Diversified Modes of Instructional Delivery: The library offers online 24/7 reference service and remote access to online databases.
-Evening and weekend access: The library provides full service and access to facilities and resources during non-peak class hours during evenings and weekends, including reference, circulation, and instructional media services.
-In addition the Library collaborates with other divisions and instructors to providing specialized services

HLRC Tutorial Services and technology access aligns with the Mission of West Los Angeles College to provide a transformative educational experience. Through free services, with enrollment at West, students obtain student assistance, managed by certificated faculty, to study coursework aimed at a foundational level and collegiate level, for the purpose of certificate, A. A. degree, or transfer academic objectives or for life-long learning. Technology access and skill-assistance provide the technology knowledge and know-how to navigate through courses, online, hybrid, email, internet searches, web-based student services, and web-based skills required to do personal business in a digital environment.

Through a comprehensive student success focused approach, the Learning Skills department aligns with the mission of West Los Angeles College to provide a transformative educational experience. The learning skills faculty emphasizes skill-building for lifelong learning as students develop the foundations of academic literacy in preparation for certificate or degree completion and/or transfer to a four year institution. Faculty provides individualized advisement and personally engage students throughout their educational process to support academic excellence and achievement. Learning skills faculty also maintains discipline specific ancillary resources to support student success from admission to matriculation.

Module: Enrollment Trends

Question:	Describe the trends in Enrollment and FTES. Given the data, what are the implications for your division? If relevant, discuss each discipline separately.

Answer:

The College FTES was reduced from 3,510 in Fall 2009 to 3,349 in Fall 2013. However there is also a proportional reduction in section count. It also shows a decline in classroom based FTES and an increase in online FTES. This has been reflected in that all Library Science class sections are now online. Library Science Courses Enrollment increased from 103 to 140 between Fall 2009 to 2013. 36% increase in enrollment FTES increased from 4 to 6 Library Division Instructional Programs Orientations Circulation LIRL tutoring Recorded positive attendance of HLRC Tutorial Services is maintained by a customized program called Nettrack. Students login with their college id number, accept enrollment in the tutoring section, and log out at the end of the tutoringsession. Hours of service are calculated and the Info Tech department uploads the enrollment and logged hours to the District database. The process has afforded us timely updates on positive attendance enrollment for both HLRC face to face tutoring and to monitor enrollment for technology access (use of Internet computers). Enrollment for tutorial services and technology access has steadily risen since Fall 2010. Each service is tracked separately. Number of

student enrollments and hours of services provided recorded the need and the provision for them. Spring 2013 data reveal remarkable increases in both the number of students enrolled in subject tutoring (20%) and the quantity of documented hours serviced (50%) compared to Fall 2012. Fall 2013 data as of October 16, reveal a similar incremental increase in number of students enrolled in subject tutoring, with 77% of Spring 2013 final subject tutor enrollment reached at week 8 of Fall 2013. In Spring 2013, HLRC 1st floor tutorial technology access (use of Internet computers) data was captured separate from the HLRC 2nd floor LIRL (Library Internet Research Lab). Student need for technology access is documented by this data. For Spring 2013, 45.21 FTES was recorded by the District for the HLRC 1st Floor provision of Subject Tutoring and Technology Access. It includes over 2,600 student tutorial enrollments and close to 24,000 non-credit, positive attendance hours. Fall 2013 data as of October 16th, 8th week, show 2,087 student tutorial enrollments and 11,455 documented serviced hours.

The trends in enrollment and FTES in learning skills courses indicate a clear direction for the future, instructional pedagogy. Enrollment in LSK classes had a steady increase beginning Fall 2010 with 912 students to Fallof 2012 with 1,052 students. This represents an increase of 15%. However, in Fall 2012 to Fall 2014 there was a decrease of 50%. The decrease in enrollment was due to the limitation on the number of LSK courses that students could take for credit. Since then the limitation has vacated. There was a tremendous increase in FTES from Fall 2010, with 28 FTES to 53 FTES in Fall of 2012. However, the number of FTES dropped to 23 with limitations on the number of learning skills courses students could concurrently enroll. This was also due to strict monitoring of student▲ progress with more check points during the semester which included excluded students who were not making any progress with course content.

To increase enrollment, LSK faculty will continuously customize the curriculum to better suit the diverse needs of WLAC students. With increased dialogue between math and English faculty, curricula modifications can be used to provide more effective self-paced instruction to promote student success in foundational skills courses. Also, developing additional curricula is a further goal for the division.

Question: Given the data, describe the trend in section counts and average class size.

Answer: Library Science Courses Section count decreased from 5 to 4 after Fall 2009 Average class size increased from 20.6 to 35.0 from Fall 2009 to 2013, 18% average class increase over 4 years. 70% total increase in class size. Library Division Instructional Programs Orientations conducted increased an average of 30% between 2007-2012 The sections are determined by tutorial function. There is one section for HLRC campus, general subject, face-to-face tutoring, on campus Writing Lab tutoring, online versions ofeach general subject and writing lab, and a section for use of Internet computers.

The classroom section counts have increased slightly from 525 in 2013 to 542 in 2014. Online section counts have also remained similar in count from last year, with a decrease of only 3 sections (177 in 2013 to 174 in 2014). The average class size for classrooms in 2014 was 33.3, which is a very slight decrease from 2013. Online class size also shows another very slight decrease from 37.3 in 2013 to 36.6 in 2014. The library, however, often has to accommodate class sizes that are larger than this for library orientation sessions. We have made arrangements to utilize the library instruction room, open computer lab, or an alternate classroom on campus to accommodate the number of students in each class that visits for a library orientation.

Since Fall of 2010, the section counts remain the same, with slight decrease. In the Fall of 2010 there were 15 sections and in Fall 2014 there were 9 sections. In the Spring of 2014,low-enrolled sections were archived, as well as sections with the top code LRNSK were archived. As a result for changes made in Spring 2014, the average class size increased from 52.3 to 53.9 students. This represents 3% increase in average class size. The increased participation as due to consistent monitoring of student▲ progress, with weekly check points during the semester and lower class caps. In Fall 2014, the class sizes were increased and was attributed to the increasing need for students to have foundational skills level classes to help them strengthen their level of understanding in academic classes as well as students who needed a refresher course to help them adequately prepare for the assessment test. Weekly email communications are sent tostudents to ensure that they are progressing through the curricula content, with at least 5% completion of the lesson modules.

Module:	Students and Student Success
Question:	Based on the demographic trends in enrollment, what are the implications for your Discipline/Program/ Service?
Answer:	Age Group Distribution showed increase in 35 and over age group in Fall 2013 Increase in Male population Distribution among all demographic groups trending toward more even distribution Tutoring The Nettrack system does not provide gender, age, or ethnicity, or subject designation to document trends of these categories. We will request that the tutorial sections receive data analysis just as credit courses are analyzed.
	Demographic trends are holding steady in terms of ethnic distribution, gender distribution, and age group distribution. The percentage of African Americans had a 15 % decreased from Fall 2010 to Fall 2014, additionally, the percentage of Hispanic students, taking learning skills courses, increased from 23% to 30%. From Fall 2010, the percentage of female students decreased from 62.5 % to 54 % while the percentage of male students increased from 37.5% to 46 %. In Fall of 2014, 54% of the learning skills students were female and 46% male. Age distributions are showing a shift toward decreased enrollment of students aged 35 and older, however there was a significant increase in the enrollment of student aged 20 - 24. This may be related to economic factors which have led many adults to return to school for re‐ training or upgrading skills in the face of sluggish job markets, or may reflect larger demographic trends of retirees returning to college as "lifelong learners." Students under the age of 24 represented 26.5% of the learning skills enrollment in 2010, 23 % in 2011 and 2012 and 27.5 % in 2013 and 27.5 % 2013, while students aged 25 ‐ 34 comprised 20% of learning skills population in 2010, 18% in 2011, and 18% in 2012, 15.5 in 2013 and 20% in 2014. One implication of this trend is the lack of preparedness for pre‐collegiate courses and that there is a need to better prepare students with foundational skills necessary to succeed in academic course work. As older students, who may be unfamiliar with current computer technology, begin enrolling in web‐enhanced and online classes, requires significant support to introduce basic keyboarding concepts and software features. Adding success workshop offerings will help to familiarize students of all ages with foundational computer assisted instructional skill.
Question:	Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for the Discipline/Program/Service?
Answer:	Retention Rates stayed about the same average 85% Success Rate dropped 5% may be due to increased class size The retention rates in Education courses increased from 80% to 96% from Fall 2008 to Fall 2011. The retention rates in Library Science increased from 83% to 89% from Fall 2007 to Fall 2011. The success rates in Library Science stayed in the same range from 51% to 57% between Fall 2007 to Fall 2011. The success rates for Education Online classes decreased from 67% to 53% from Fall 2008 to Fall 2011. Assessing the SLOs more robustly this year, we may be able to ascertain the success rate only staying between 50-60%. The goal for most course SLOs are in the 70-75% range. For Library Services: From the Library Faculty satisfaction survey. 95% of the faculty that used the Library services were satisfied overall with the online services. 65% rated the print and media resources from Good to Excellent. 96% rated the library orientations from Good to Excellent. The print and media resources could use improvement according the Faculty Satisfaction survey Tutoring Institutional Research will provide much needed statistics on the effectiveness of tutoring on student success and retention. Selection of students enrolled and actively receiving subject tutoring,would generate a success profile of our tutoring programs. Historically, the student demand for tutoring is most great for the foundational/developmental, pre-collegiate math courses - math 105, 112, 115, 125, and for Statistics, a college level math course often required for university transfer. There is also great demand for the sciences, biology, chemistry and physics, anatomy and physiology. Extensive Writing Lab tutorial records track individual student progress by course and section. The end of thesemester student survey from Spring 2013 showed that 57% selected My academic performance in class improved as a result of tutoring✎ Over 75% indicated I benefitted a lot from the tutoring program✎
	Trends in retention and success rates vary from semester to semester. The retention rate has decreased from 92% to 89 % from Fall 2010 to Fall 2014. Success rates decreased 16.5% from Fall 2010 to Fall 2011. From Fall 2011 to 2012 there was 5 % increase. From 2012 to Fall 2013 there was an 18% decrease;with an increase of 18% from Fall 2013 to Fall 2014. Factors impacting retention and success rates in 2010-14 include the continued shift from seat-based credit to master-based credit, significantly tighter supervision of

weekly student progress, and administrative exclusions of non-progressing students at four, eight, and twelve week markers. Enrolled students were provided with course syllabi identifying course level SLOs and a weekly mastery goal of 5% for successful course completion by the end of week 15. Weekly emails to all enrolled students reminding them of progress goals and upcoming exclusion dates helped many students to stay on task and make regular, consistent progress toward content mastery of 70% or higher. Our goal is to encourage students to use foundationa-skills coursework to move on to degree-applicable classes in a timely manner; face-to-face support will continue to be available to students individually or in small group settings to facilitate progress through the sequence of required math and English courses.

Question:	Compare the successful course completion rates of the Discipline(s) in the Division over time and with the college average. If the rate of any of the Discipline(s) is lower that the college average, what factors contribute to the low rate (s)? What strategies, current or planned, address this? If the rate is higher than the college average, what factors contribute to the higher rates?
Answer:	College wide average course completion rate 62% Library Science average course completion rate 50% Fall 2012 48%, enrollment 122 Fall 2013 36%, enrollment 139 Success rate inversely proportional to class size and total enrollment. Detect basic skills problems earlier in the course, and direct them to needed assistance, example tutoring, office hours Discuss SLO assessment results with Library Science course faculty. HLRC Tutorial Services provides non-credit, supplemental assistance for students enrolledin college courses. Reportage of Success Trends as mentioned in section 5b. would give some glimpse of what courses are helped most by tutorial services. The Supplemental Instruction (SI) program goal is to increase success rate in the traditionally difficult courses. The college overall successful completion rates have remained consistent at 59% from Fall 2009 to Fall 2014. The success completion rates for Learning Skills courses have consistently remained lower than the overall campus successful completion rates. In Fall 2010 with 44%, 39% in Fall 2011, 50 % in Fall 2012, 48 % in Fall 2013 and 45.5% in Fall 2014. Factors impacting success rates include the shift from seat-based credit to mastery based credit, significantly tight supervision of weekly student progress, and administrative exclusions of non-progressing students at quarterly markers during the semester. Enrolled students were provided with course syllabi identifying course level SLOs and a weekly mastery goal of 5% course completion by the end of week 15. Weekly emails were sent to all enrolled students reminding them of the progress goals and upcoming dates to help students stay on task and make regular consistent progress toward content mastery of 70% or higher. With increased faculty-student engagement, it is the intention of LSK faculty to increase the success rates in learning skills courses as well as in pre-collegiate courses campus wide. The LSK faculty will also collaborate with English and Math faculty to increase awareness of the concepts that students tend to struggle with in their English and Math courses.
Question:	Compare the equity gap in the successful course completion rate(s) in the Discipline(s) over time and with the equity gap of the college over-all. If the equity gap is higher than the college average, what factors contribute to the large gap? What strategies, current or planned, will address this? If the equity gap is lower, what factors contribute to the smaller gap?
Answer:	The equity gap in successful course completion in Eduction is about average compared to the college. The equity gap in Library Science is one of the lowest in the college, however it had one of the lowest course completion rates in Fall 2013. The equity gap for Library Science spiked to 49 in Fall 2011 but then went to below average gap of 21 in Fall 2012. In the Fall of 2010 the successful course completion rate was 44% which was considerably less than that of the college overage rate of 62%. Over the next 4 years this varied with a decrease of 5% in Fall of 2011. In the Fall of 2014 the successful LSK course completion rate was 45.5% compared to that of the collage overall rate of 63%. However, in comparing the equity gap in successful LSK course completion was considerable lower than that of the college overall gap in Fall of 2012 (13) and Fall 2013 (14). In the Fall 2012 and 2013 the LSK course completion equity gap was 50 and 48 respectively. During those years the college overall equity gap in success course completion was 22.3 and 23.1 respectively. The lower equity gap can be attributed to the fact that the LSK courses are open entry/open exit and are taken by students who are preparing to take pre‐collegiate Math and English courses, or they are taken by students who are returning to school to obtain certificates or to gain a refresher course in Math and/or Language Arts.
Question:	Given the data, describe the trends in Degrees and Certificates awarded. What are the implications for

your Discipline/Program/Service?
What does the Division do to encourage Certificate and Degree completion?

Answer: College wide on 12% completed certificates or degrees in 2011-2012 This indicates that the focus of Library services could remain even in supported degree and certificate programs The Program does not offer Degrees or Certificates in Library Science and Education disciplines All currently offered Library Science course have been successfully added to WLAC Graduation Plan A and B for AA/AS degrees in the 2012-2013 Tutorial services support coursework required for successful completion leading to A.A. degrees, Certificates, and transfer to the university. Our end-of-semester tutorial surveys document our support of students who have these designated academic goals. The latest Spring 2013 student survey to the question: What item best describes your academic goals at West? Complete certificate or A.A. degree 32% Transfer to university 61% Personal Development 4% Undecided 3% .

While Learning Skills Department does not offer degrees or certificates, it does provide supplementary instruction in support of student success and progress toward certificate and degree completion. Trends in awarded degrees and certificates factor into curricula planning and development as learning skills faculty continue to work with departments and programs to build necessary academic support structures for student success and achievement. Central to academic support is outreach to individual departments and development of foundational skills support modules specific to course content aligned with course SLOs. As academic departments revise course curriculum, the learning skills department will revise scaffolding.

Module: Staffing Trends

Question: Describe the trends in FTEF. What are the implications for your program?

Answer: Data section 6 does not include information on non-classroom Library faculty

Based on Title V section 58724 minimum standards our current FTEF of 7,000+ FTES recommends a minimum of 5.0 FTEF librarians. Based on the National Center for Education Statistics 2010 Academic Library Survey, the National and State median for a 7,000 FTES institution is 4.5 Librarians and Other Professional Staff. The State average is 6.75 Librarians. The National average is 7.84 Librarians. The State and National average for Classified staff is 10 the median is 4.

"The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace." ("ACRL Standards") ------- see ACRL Standards for Libraries in Higher Education https://wmail.wlac.edu/exchweb/bin/redir.asp?URL=http://www.ala.org/acrl/standards/standardslibraries

Use and Value of Institutional Peer Comparisons Benchmarking is commonly used as an evaluation and self-improvement tool in higher education. Many academic institutions use benchmarks to compare themselves with similar institutions in order to identify their comparative strengths and weaknesses. Benchmarking is widely used as a strategy to enhance institutional quality and effectiveness. Internal comparisons from one year to the next within the same institution, while useful for tracking internal progress, are limited. External comparisons reveal how an institution is performing with respect to similar schools (peers). The judicious selection and use of metrics can be used to develop a more informed picture of institutional standing within the higher education marketplace. For example, benchmarking could be used to demonstrate whether an institution or its library is funded or staffed at levels comparable to similar institutions in a geographic area or within a particular Integrated Postsecondary Education Data System (IPEDS) classification.

In 1997 there were 5 full time tenure track librarians, 4.5 FTEF librarians, .5 Chair, 0.5 FTEF adjunct librarians,
when the 2015-2016 FTES was 4,784.
http://files.eric.ed.gov/fulltext/ED409062.pdf

Our 2014-2015, FTES was 7,025

Currently we have:
5 full time tenure track librarian = 3.75 FTEF active librarians, 0.5 division Chair, -0.75 FTEF librarian on medical leave

1.0 FTEF adjunct librarians,
1 Librarian is planning to retire in June 2016.
Library Tech Fall 2008 5.5 library technicians Fall 2012 4.0 library technicians,
we are still short 1.5 FTE library technicians

Instruction Media Center -
We have had 1 specialist and 1 technician. Instructional Media Specialist retired in 1999.
Currently only have an Instructional Media Technician since the Specialis▼ s retirement

Instructional Assistant   IT 3 instructional assistants to support LIRL, LIRC, open technology labs, foreign language lab, over 200 computers, 4 printer stations, 6 library catalog stations, 4 photocopiers 1 Microcomputer Specialist library position had been displaced to IT. The displacement was only supposed to be a temporary 50/50 shared position with IT, but now it is completely displaced. This position should be replaced with an additional Instructional Assistant   IT to adequately support the large number of students and computers in the LIRL. Library student tutors: 110 hrs/ week Library Science classroom faculty Fall 2008 0.50 FTEF classroom faculty Fall 2012 0.37 FTEF classroom faculty Education discipline FTEF changed from .27 to .47 from Fall 2008 to Fall 2011 and went back down to .27 in Fall 2012Staffing of tutorial services relies on funding resources designated for tutoring. HLRC Tutorial services has been supported by the state supplied Basic Skills monies, the Librarϊ s Program 100 line item for tutoring, and more recently the (PBI) or Predominantly Black Institutions grant for restricted math and English tutoring only. Future staffing is necessary as both Winter and Summer sessions have been slated for the first time in several years. The rise in number of tutor hires in Fall 2014 to 50 wasa record high. The substantial increment in number of students served and the time servicing them in Spring 2013 give evidence of a growing need for tutorial support.

The Writing Lab is supervised by the English departmen▼ s Language Arts InstructionalAssistant. The Foreign Language Lab is supervised by the Librarϊ s (2) Instructional Assistant Info Techs. There has been marked increase in volunteer status tutors. Efforts have been made to adhere to District Volunteer policy but to also assure a volunteer policy that uses individuals who possess the qualifications of hire✳ tutor with the exception of being a full-time student. We do not wish to lose much needed tutoring funds because we are supplying volunteer tutors. Staffing of the technology access area of Tutorial Services includes the sharing of the Librarϊ s (2) Instructional Assistant Info Techs and student support supplied by Financial Aid Work-Study and the Calworks program.

In the Fall of 2013, the mathematics learning skills faculty washired. This individual is responsible in implementing effective foundational mathematics curricula to increase Basic Mathematics competencies to a diverse population of students. In the Fall of 2014 the language arts faculty resigned. This individual wasresponsible in implementing effective foundational language arts curricula to increase Basic English competencies. There is a need to hire a second full‐time faculty member with an emphasis in Language Arts .The importance of foundation‐skills support cannot be overestimated. Having two full‐time tenure track learning skill faculty made it possible to address the needs of WLAC foundational skills population. In addition to having two full‐time LSK faculty, hiring hourly LSK instructors would allow for the expansion of the LSK course offerings as well as growth of the division. In the Fall of 2015, the Language Arts learning skills faculty was hired. This individual is responsible in implementing effective foundational Language Arts curricula to increase Basic English competencies.

Question: Are staffing levels adequate to fulfill the purpose of the Discipline/Program/Service? Explain.

Answer: Need to replace 1.5 Library technicians, staffing shortage to cover open hours and increased usage. It has impacted the Technical Services part of the Library in being able to make materials available in a timely manner since they have been used to coverthe missing hours at the Circulation Desk and other direct public interaction services.

Instructional Media Specialist position has also been vacant 1999. This impacts the Instructional Media Cente□ s ability to meet the high demand technical support by faculty for audio visual resources.

Need to add 1 Instruction Assistant   IT, since Microcomputer Specialist displaced to IT never replaced. The Librarϊ s (3) Instructional Assistant Info Tech service student computer labs on (2) floors. An additionalIA Info Tech would allow full coverage of both labs during hours of operation.

Need to hire 2 full time tenure track librarians, 1 to replace impending retirement, 1 to support increased usage and need to increase Library Division program instructionalofferings Electronic resources collection needs to be maintained, selected and ongoing negotiations require adequate staffing. The print collection is aging and needs to be updated and enhanced to a level that will meet the curriculum needs of all the academic departments on campus. Current librarian staffing level makes it particularly difficult to select and maintain the collection at a reasonable pace. There are currently 4.5 FTE tenure track librarians plus .67 FTE adjunct librarians, 0.5 library chair. The minimum faculty librarian staffing level based on the current FTES of 7,000+ is at least 5.0 FTEF librarians. 2 full time librarians need to be hired to meet the minimum levels based on projected FTES by the time they are all hired within a 3-4 year timeline, in anticipation on 1 retirement. Increase in enrollment and program instructional resource usage. Librarǀ s increased role as the main campus open computer lab and information competency instruction for all disciplines.

It is challenging with current budgetary resources to allow us to hire subject tutors as needed. The constraints at this time are recruiting qualified students to support the subjects needed from one semester to the next. There seems to be a recent surge in use of the tutorial services. The growing acceptance and popularitǀ of joining a learning community is positive and we expect much growth in number and in the variety of tutorial services offered, including the (SI) Supplemental Instruction Initiative. Full time supervisory staff is needed to oversee the Tutorial Service progra◯ s development and operations.

Learning Skills:
No, in order to promote outreach across disciplines, two additional Learning Skills ISAs will be needed to allow current LSK faculty to collaboration with departments, individual faculty, conduct pedagogical research, visit classroom, conduct workshops/student advisements and attend conferences to assist in professional growth. In addition, LSK faculty will be able to provide academic support to the SI leaders in attempt broaden their scope of support.

Question:	elease/reassigned time.Describe the Reassigned and Release time assigned to faculty in the division. Include the faculty name, amount of release/reassigned time, length of time the assignment will last (one semester, one year, if it's renewable, etc.), and the purpose of the r
Answer:	Judy Chow, Librarian, has 75% medical restriction leave. Plans on retiring Spring 2016. Eric Ichon, Librarian, 100% reassigned to Dean of Distance Learning Timothy Russell, Learning Skills, has 40 % release time for the AFT Faculty Guil❋ s Grievance Representative. This is a renewable postion. Ken Lin, Librarian, 50% release to chair of the division

Module: Functions and Services, Academic Divisions

Question:	List the functions and services provided by the Office / Program / Service.
Answer:	Library program Bibliographic Instruction Information Competency and Documentation style classes and workshops Instructional Research Lab open to entire college student population Provide access to educational and productivity software: example Microsoft Office, Adobe Creative Suite, QuickBooks Accounting, MatLab, Rosetta Stone and other language instruction software, MyITLab, PLATO, Microsoft Visual Studio, Aldrich Spectral Viewer Instructional Research Classroom Instructional Media Center - audio visual media materials, equipment and technology Collection Development Acquisitions, Library advisory group Technical and Access Services Cataloging, Archives Processing, Circulation and Periodicals Archives include the Accreditation Archives for the College Systems Administration Web, Instructional Research Databases Library Science discipline Education discipline

Tutoring The functions and services provided by HLRC Tutorial Services embrace an institutional commitment to student learning by providing support for foundational skills (pre-collegiate course content), certificate and |

degree programs, vocational programs, and transfer to the university. This support includes:
1. Subject tutoring on campus, 6 days a week in math, language arts, writing, foreign languages, sciences, social sciences, humanities and fine arts.
2. Online tutoring (using West Los Angeles College tutors and Etudes online course delivery system) available 24/7 in math, language arts, writing, foreign languages and other subject areas as online tutors are available.
3. Technology access to student Internet workstations 6 days a week.
4. Technology skills support to access web-based college services (email, financial aid, counseling), Etudes online course delivery system, web-searching, document processing, and the Plato PLE learning software.
5. Basic Skills curriculum 6. Information hub for general information about college   library, college map, health services, student services, academic affairs and other student inquiries.

The Learning Skills faculty provides comprehensive resources for building foundational skills and content knowledge across disciplines. Services provided by the faculty include:

1.   Foundational computer assisted learning skills courses to help students gain a better understanding of foundation math and English concepts,
2.   Intensive review courses in grammar, reading, vocabulary development, essay writing, and basic mathematics.
3.   Paired course development and academic support through scaffolded learning resources.
4.   LSK faculty are available on a walk-in and appointment basis for students seeking learning skills course advisement, tutoring referrals, or content area academic support.

Question:	What are the emerging trends in technology that affect the program?
Answer:	Plan on implementing Guide on the Side, which was developed by University of Arizona, to produce step by step, hands on tutorials for research, requires a Linux server to operate. Smart boards in study rooms have proven to be effective at other universities and colleges, new and improved group study methods have developed from student initiative in using the technology to enhance small group learning. Move to the Kentico content management system increases flexibility to improve the Library and Learning Resources website and will most likely improve user experience.

There is also a trend toward flexible learning spaces in many libraries and classrooms of institutions of higher learning. The current library instruction classroom is limited to 20 studentswhich was the class size trend 30 years ago. The current trend in class size and efficiency has grown to 45+ students average per section. An expanded and flexible library classroom would meet this need at the college.

In order enhance access to the physical archives which include the Accreditation Archives, a content management system, such as ContentDM is required to handle to the metadata tagging, organization, and enhanced access to the college archival and local historical resources. Digitization will provide item and subject level access at a level which would be much more limited if purely in a physically indexed format. It will also support preservation of the artifacts.

A move towards online learning affects library services, as we have to be able to assist our users needs. Many students have sought assistance with logging into their course pages, viewing online content, and submitting assignments online. During library orientation sessions, students are also asking about evaluating web sites to determine their appropriateness of use for research assignments.

At this time there are no emerging trends in computer aided instruction that affect the LSK program. However with professional development growth opportunities, LSK faculty will have the opportunity to seek new technologies to enhance student learning outcomes. |
| **Question:** | Describe the technological advances that have been implemented to improve and streamline the Discipline/Program/Service. |
| **Answer:** | Libguides, customizable research guides, that can meet specific needs of each discipline and course
24/7 online library reference chat
Implemented Discovery Service search engine
Upgraded reservation of Mac stations and specialized PCs
Increased number library catalog stations
Added 2 network document scanners to computer lab |

Photocopier now available on 1st floor of HLRC
Upgraded operating systems, productivity software, multimedia production software
Portable computer projectors
Improved Library website, social media integration and feedback
Web-based systems have replaced the LAN (local area network) delivery of course content and supplemental tutorials.

Group live video tutoring, Etudes, Plato PLE, foreign language publisher-based supersites, and Mathematica, are examples of state-of-the-art educational technology systems used by students and implemented by HLRC Tutorial Services. Graphic pens and Boogie Boards (digital writing board) were purchased to experiment with the use of digital writing devices. The Library s (3) Instructional Assistant Info Techs and the Instructional Media Assistant are in the pre-planning discussion stage to acquire funding for use of student multimedia to enhance learning and for student demonstration of course knowledge. Wi-fi access is provided in the entire HLRC building. Wi-fi enabled devices and mobile technologies may provide a direction in creating innovative methodologies to support 21st century teaching and learning practices.

The LSK courses are built into the web-based platform and are available to students in both credit and non‐credit sections. Students have access to course content on campus as well as at home. The transition to expanded online use of PLATO resources has encouraged studentuse of academic support resources for placement test preparation as well as individualized review of concepts to help support their knowledge base in their academic courses. LSK faculty are committed to seek ways to link students with academic support resources using available technology. With revising the curriculum to an online format, more students can be served successfully through expanded use of existing technology resources, as well as strategic planning for technology expansion over the next several years.

Module: Survey Results

Question: Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys).

Answer: These are some of the highlighted responses to the questions What are the 2 or 3 things about West that you would like to see changed or improved† (pg. 10 Campus Climate Survey 2013) Resources/Supplies/Technology for Classrooms/Library/Labs
 stand-alone computer lab with longer hours
 have a full time computer lab with tutors
 more materials for students in the library

70.2 % utilize the Library multiple times per semester, which makes it the highest utilized service out 21 services district wide by a margin of at least 20% from the runner up, the bookstore at 49.6%. 40.6% of the student utilizes the computer lab multiple times per semester, at West, the library is the main computer lab as well. The libraries and computer labs have the highest satisfaction ratings out of all the services as well at 63.6% and 58.1% respectively. These results still leave some room for improvement however in light of the recurring requests for longer hours and increased library and computer resources.

Question 71 c, d, i of the 2012 District wide Student Survey provides insight into the need for more Information Competency instruction by Librarians. 91% have Used the Internet to do research for an assignmen▼ however only 47% have used the Library website and 59% have used a computer on campus. There was a 6% increase in Library website users compared to the 2009 District wide Student Survey.

The main comments from previous Library Student and Faculty Surveys 2009, 2011, 2012:
 increased hours of library and computer lab
 more materials in all disciplines
 increased instruction in Information Competency (how to evaluate and cite sources, do research)
 more support for Audio Visual technology and media material

A Learning Resources and Tutorial Services Satisfaction Survey (link to Survey Monkey) is emailed to every Learning Resources Center and HLRC Tutorial Services enrolled student at the end of each semester. The purpose of the survey is to get direct feedback from students on the relevancy and adequacyof Basic Skills and Tutorial Services. It is also a tool to receive recommendations and suggestions

regarding these areas. Focusing on the questions relating to tutoring only, the students are very satisfied with the quality of tutoring services. The tutor demonstrated adequate knowledge, explained the subject matter well, was patient, listened, helpful, encouraged student to do better in the class, were all qualities recognized by tutees. 75% of respondents indicated they had benefited from the tutoringprogram. Recommendations included more tables and chairs for individual or group study, clear signage of tutors and subjects tutored, ability to reserve study rooms with or without a subject tutor. Other recommendations included math and reading/writing lab hours by tutors in the GC and MSA buildings instead of the HLRC and extended hours of operation in evenings and weekends.

Fall 2013 WLAC Library Student Satisfaction Survey (Responses) 67% Use the Library more the 3 times a week "What 3 days are youmost likely to use the Library?"
Monday   69%
Tuesday   72%
Wednesday   74%
Thursday   50%
Friday   19%
Saturday   19%

One particular suggestion which is a popular request at both public and academic libraries is a request for general research and computer skills classes not associated with a particular class. "It would be nice if the library offered weekly or monthly seminars or researching and general computer skills not associated with a class."

With the realignment of the Learning Skills faculty to Student Services, no survey was distributed to students who were enrolled in LSK courses during the Spring semester. With the revision of LSK curricula, LSK faculty plan to revise the Learning Skills Satisfaction Survey at the end of the Fall 2015 semester. The results from the student survey, as well as the input from faculty collaboration, will be used to make curricula revisions to better meet the needs of our students.

Question:	Discuss the implications of the survey results for the program.
Answer:	The printed books and media used to score low on both the Faculty and Student satisfaction surveys, but has improved since the previous years. The Library needs to continue the maintain and update the currency of the printed collection. The faculty and students were highly satisfied with the Online resources available from the Library. From previous point-of-services surveys, LSK faculty was able to continue to provide maximal academic support to WLAC students by increasing student engagement as well as providing students with increased knowledge of academic resources that students can access while out of class. The survey results justify the need to increase staffing, Librarian, Instructional Assistant IT, Library Technicians, Learning Center and Tutoring Director to support longer hours and demand for more quantity and quality of library and learning resources and services.

Module: Curriculum

Question:	I assistance that may be needed to resolve the problem.Missing course outlines of record: Refer to the report of courses with missing CORs, which is posted at the link in the Instructions section. Please describe the steps the division has taken or plans to take to correct the problem. Describe the additiona
Answer:	All active courses in Library Science (4) and Education (2) have current CORs. Course outline for Library Science 88 is being developed for potential reactivation and offering to complement the Paralegal Certificate Program. Course outline is being developed for for SLA/1T Supervised Learning Assistance. Education 6, a tutor training course, will be revised and offered to new and returning tutors and will be developed in Etudes along with in person training and tutor manual. By the Fall 2014 all of the course outline of records were updated with the exception of LSK 15a. The LSK courses that were archived were the courses with low enrollment and did not meet the needs of our current student population. The COR for LSK 15A will be updated before the end of the current semester with the

assessment of LSK SLO's.

Question:	Out-of-date course outlines of record: Refer to the report of courses with CORs that are out-of-date. Please describe the steps the division has taken or plans to take to correct the problem.
Answer:	Library Science 88 and 104 COR is being updated LSK faculty worked with the Curriculum Chair to clean up the course outlines or record. Courses that were no longer offered or traditionally low enrollment were archived. The outline for LSK 2a, 2B, 3C, 10A, and 10B were updated by LSK faculty. With the hiring of the new Language Arts faculty, LSK faculty will be working with the academic departments to create revised curricula that will better meet the needs of WLAC students. As math and language arts departments revise their foundational skills curriculum, we will adjust to those changes so that we really offer academic scaffolding paired with a specific course as a "safety net" for low placers or students with transitional skill levels.
Question:	How does the department determine that classes are taught consistently with the official course outline of record?
Answer:	Annual evaluation of faculty and assessment of course SLOs Math and English LSK faculty evaluate alignment with official course outlines of record on an annual basis, a process that has been furthered by the drafting of course‐level Student Learning Outcomes for inclusion in course outlines and the syllabi for all Learning Skills classes. Syllabi for all LSK courses are forwarded to Academic Affairs each semester, in addition to being posted online and provided in both hard copy and electronic form to enrolled students. Participation in faculty governance and both campus‐ and district‐wide curriculum revision efforts is integral to the successful ongoing review of academic support courses and services.
Question:	Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length? If yes, describe the rationale upon which the sequence is based. If no, what is the plan for alleviating these problems?Explain.
Answer:	Yes, the Library Science courses are offered every semester and can be be taken in any sequence to fulfill Plan A and B graduation requirements. Library: each class in the program is stand alone and do not need be taken in a given sequence There are two Education courses offered at this time, they do not need to be taken in given sequence Supervised Learning Assistance is open entry and exit. Learning Skills courses are non-degree applicable. Since the LSK courses offer various refresher topics, they are not sequential in nature. Students can take any of the LSK courses offered during the semester. All LSK courses are open entry/open exit.
Question:	How does your division assure the relevance, appropriateness and currency of each of its programs? Cite each program (degree/certificate program or meaningful grouping of courses) and the student data and environmental scan data that support the assertions.
Answer:	Annual student and faculty surveys Age of the print collection Scope and quality of the online databases Professional review journals that analyze relevancy of resources The LSK curricula is intended to be a form of academic support to pre‐collegiate courses. With collaboration with math and English faculty, the curriculum can be linked specifically to required coursework in foundational math and English classes.
Question:	ybrid classes? How can the outreach, online and hybrid classes be improved?What outreach, online and hybrid classes has your department offered? How many courses are offered via Distance Education, and for how many has a COR addendum for DE been prepared? What are the benefits and problems associated with outreach, online and h

Answer:	For outreach, we offer individualized Library and Information Competency instruction to students and instructors in every discipline. Our Instruction Librarian has implemented several outreach programs, visited various division meetings, and is involved in Curriculum and the Student Success committee. Our adjunct librarians have created displays to highlight resources that relevant or Professional Development and of general interest to students. All Library Science and Education courses are currently offered online. All active courses in the division have a COR addendum for DE. In the Fall 2013, the LSK faculty offered twelve (12) online LSK classes and one (1) hybrid course. LSK 2A, 2B, 3C, 4, 5, 10A, 10B, 30, 73, 74, 75, and 50 were offered in an online format, with plans for creating hybrid sections of each course in the 2013-14 academic year. LSK 15A is a hybrid course which uses both an Etudes shell and Plato based resources to supplement weekly classroom instruction. All courses are available in both for-credit and non-credit formats, accessible from on and off campus sites by West students. In Spring 2014, LSK 4, 30 , 73, 74, 75 were cancelled due to traditionally low enrollment and low student success rates. More emphasis will be placed on increasing LSK faculty and student engagement to better address the needs of individual students. LSK faculty will collaborate with English and Math faculty to ensure that the concepts that students tend to struggle with can be addressed by LSK faculty.
Question:	Describe any long term changes or additions to the curriculum that you are exploring, planning or developing. Changes that you plan to initiate in the coming year should be reflected in the Planning Section.
Answer:	Plan developing programs and resources to convince discipline faculty to adopt Information Competency as an Institutional Learning Outcome. Reactivating Library Science 88 to complement the Paralegal Certificate Program. Aligning current information literacy competency Library Science courses to enhance the proposed Dental Hygiene bachelor's degree program. Each semester the learning skills faculty collaborate with the math and English faculty as well as receive feedback from students regarding the course content. With this feedback, curricula revisions can be made. In addition with the hiring of a new full-time language arts faculty person, English LSK curriculum will fully be evaluated for its effectiveness and completion.
Question:	List new or changed degrees and certificates that have been approved by the Curriculum Committee during the previous year, or are in the planning stages.

Program Name	Award Type	Curr Comm Action	Date of CC of Action	Type of CC Action

Module: Student Learning Outcomes

Question:	Describe how course SLOs were assessed and how faculty were involved in the process in the prior year.
Answer:	Library Science course SLOs were assessed based on a rubric grading a research project using a form provided by the SLO coordinator. Faculty attended SLO workshop, division meetings discussing SLOs, and were actively involved in the updated and developing of SLOs for the courses they were responsible for teaching. The SLO for each of the course syllabi have been updated. Each Library course has a culminating project which assesses the students ability to evaluate information and present it in a standard documentation format. LS101 was recently assesed. We plan on assessing LS 102, LS 103, and LS 104 based on the results of the student success in the projects to meet SLOs. - LSK 2A‐54 lab hours completed and progress toward 70% mastery Fall 2014 Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course‐level SLOs to cue content‐mastery focus. · LSK 2B ‐54 lab hours completed and progress toward 70% mastery Fall 2014 Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basisfor course credit and drafting of course‐level SLOs to cue content‐mastery focus. · LSK 3C‐ 54 lab hours completed and progress toward 70% mastery Fall 2014;

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course‐level SLOs to cue content‐mastery focus.

·   LSK 4 ‐54 lab hours completed and progress toward70% mastery fall 2014
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery
Publicizing of change in basis for course credit, and course‐level SLOs and syllabus drafted.

·LSK 5 - 54 lab hours completed and progress toward 70% mastery Fall 2014
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basis for course creditand drafting of course‐level SLOs to cue content‐mastery focus.

·   LSK 10A ‐54 lab hours completed and progress toward 70% mastery Fall 2014;
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course‐level SLOs to cue content‐mastery focus.

·   LSK 10B‐ 54 lab hours completed and progress toward 70% mastery Fall 2014
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course‐level SLOs to cue content‐mastery focus.

·   LSK 30‐ 54 lab hours completed and progress toward 70% mastery Fall 2014;
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Publicizing of change in basisfor course credit, and course‐level SLOs and syllabus drafted Course outline of record needed. Curriculum revision anticipated for development of ESL‐appropriate section.

·   LSK 50‐ 54 lab hours completed and progress toward 70%mastery Fall 2014
Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course‐level SLOs to cue content‐mastery focus.

·   LSK 15A Students apply strategies for Overcoming Math Anxiety - Fall 2014
Student feedback discussion and self‐reported experiences on applying strategies to reduce anxieties when required to perform academic assignments/assessments.

Question: Based on course SLO assessments in the prior year, what changes to the course were implemented? List the changes to each course that were made based on SLO assessments.

Answer: Information literacy competency workshops other than regular class library orientations were offered throughout the semester.
Libguides, customizable research guides were created to meet the needs of specific discipline courses.
Further development of formalized tutor training

Question: Based on any of the following assessment methods:
      a. course SLO assessment;
      b. analysis of course sequencing;
      c. indirect assessment indicators such as state exams or employer surveys;
      d. student success data such as retention, successrates, degrees/certificates awarded
what changes to the program are planned or being implemented?

Answer: Increased Information Competency instruction and outreach needed. Students using the Internet for research without evaluating the source. Based on student success data of success rates of program and college wide and degrees/certificates awarded college wide. We will need to increase offerings of non-classroom instruction of Information Competency workshops and orientations provided by the Library to improve college wide and program student success. Develop a plan for compliance with minimum standards (Title V, Section 58724) for resources for community college students as well as allocations based on FTES. Of particular urgency is the need to develop a method will be provided the resources to

meet, at least, minimum standards for faculty librarians and support staff.

Larger Library Classroom with flexible learning spaces will encourage collaborative learning.

Re-evaluation of program level SLOs is currently planned for Fall 2015, with a particular focus on aligning course level SLOs with discipline specific SLO's. In addition to using the student success data, Learning Skills faculty will collaborate with the math and English departments to ensure that both the curricula are directly aligned to meet the needs of the students.

Question:	Will these planned changes based on Program SLO assessment necessitate a resource request?
Answer:	Learning and Tutoring Center director or faculty lead required Additional Learning Skills ISA specializing in instructional technology Enhancement and implementing of curriculum resources, necessitate the replacement of the missing Collection Development Librarian. An User Experience Librarian to analyze and design improvement to overall integration of how resources are made available to students and faculty will greatly improve outcomes because of the rapidly changing nature of technology and student demographics.
Question:	How has faculty dialogue regarding assessment results and improvement plans been conducted and documented?
Answer:	Faculty dialogue regarding assessment results and improvement plans have been conducted and documented in division meetings, via email conversations and collaboration between Library Science and Learning Center faculty. There has been some discussion with the Curriculum chair and the math Learning Skills faculty in regards to the previous semeste☐ s SLO assessments. This semester the both Learning Skills faculty will work collaboratively with the Math and English faculty to ensure that all LSK courses pedagogically are effective in promoting student success. By the end of fall 2015, success data will be available and improvement plans can be developed and prepared for implementation in spring 2016.

Module: Departmental Engagement

Question:	What interdepartmental collaboration has your Discipline/Program/Service been involved in during the past six years?
Answer:	Collaborated with many disciplines on campus including English, Communication Studies, ESL, Foreign Languages, Multimedia, Computer Science, Math, Biology, Astronomy, Dental Hygiene, Psychology, History and others by providing instruction of information competency, research skills, and library resources. We have also consulted with many faculty across the disciplines to determine resources needed to support their curriculum. We have increased the membership of the Library Advisory Group which includes Faculty and Students to help us assess the college and the curriculum. The Library also participates in the Paralegal Advisory Group to satisfy ABA requirements. The faculty in the division are also involved in Academic Senate, Curriculum, SLO and Student Success committees. HLRC Tutorial services supervising staff has collaborated with several committees at West. Student Success Committee, Achieve the Dream (ADT) as well as the mathematics and English/ESL departments, Humanities-Foreign Language in particular. The Technology Committee gives direction on current trends in educational technology and faculty and student technology needs. LSK faculty plan to regularly communicate with the math and English departments regarding the course. In particular, LSK faculty have been in constant dialogue with personnel in the SSSP to promote academic support for student preparation for the assessment tests. Detailed placement information enables LSK faculty to build individualize review plans for students with pre-collegiate skills deficiencies and/or those students who wish to re-assess for higher course placement following intensive skill building work done within the LSK curriculum. Our collaborative goal is to move students more consistently and more quickly through the preparatory courses in math and Language Arts while building a solid foundation of necessary skills to support successful course completion of degree applicable course.
Question:	What has your Division/ Department/ Program done since the last review to establish connections with

schools, institutions, organizations, businesses, and corporations in the community?

Answer: The Library has received donations from local law firms and libraries, county public libraries and private citizens in the community. The Division has established connections with organizations and business in the community through the Paralegal AdvisoryGroup, consultation with other university libraries in the community on best practices The Learning Center and Tutorial Services has looked at improving signage on the building facing the General Classrooms to inform students of available resources. Wes▼ s publications and publicity efforts to the community supply information about Wes▼ s programs and services. Certainly, these student services are assets that can promote the attractiveness of attending and/ or supporting our college.

Since the reorganization back to Library and Learning Resources, the LSK faculty plans to establish connections with local high schools and adult education centers to inform prospective students of the current resources available to broaden their foundational knowledge.

With the additional staffing and a physical location designated for Learning Skills more skill‐building activities and workshops can be held to promote community outreach and improve student success.

Module: Professional Development

Question: In order to keep current with new developments in your field, are there areas of unmet professional development needs among faculty in this program? If yes, please describe.

Answer: The ability to attend professional development activities is limited due to the level of funding and staffing. Not enough funding to support attendance ALA and CLA professional conferences. However, faculty have still attended professional conferences this year with their own funds. Discussions and communication with colleges in the local area have taken place on best practices in delivering Tutorial Services and student technology and tracking of progress.

Learning Skills faculty are encouraged to attend conferences and workshops as they relate to foundational skills student support. Within the past year the math LSK faculty has attended Reading Apprenticeship STEM seminar, Etudes Summit 2015, and 1 Strengthening Student Success conference. Attendance at these events has allowed the math LSK faculty to remain current in new and innovative strategies to promote student success. In an effort for continued innovations in learning assistance and developmental education regular professional development activities should be regularly attended by both LSK faculty.

Question: For each regular full-time faculty member in your program, provide the committees in which each person is active, and list the 2 most significant professional development activities engaged in over the last 2 years. Activities may include workshop and conference attendance, courses taken, FTLA, Leadership Institute, etc. Committee roles may include chair, secretary, member, etc.

1 Faculty Name	4 First Prof Dev Activity	5 Year First PD Activity	6 Second Prof Dev Activity	7 Year Second PD Activity

Jeanene Ames	West Connect	1st year tenure mentee	West Connect		
Timothy Russell	Student Success	member	RA STEM		
Ken Lin	Academic Senate	Senator	ALA Annual conference		

Ken Lee	Paralegal Advisory Group	member	Flex Day		
Judy Chow	International Student Success Ambasadors	coordinator	Flex Day		
Susan Trujillo	Curriculum	member	SCIL		

Maria Yanez	West Connect	1st year tenure mentee	West Connect	

Module: Facilities

Question: List and describe any current facilities challenges (e.g., location, quantity, quality) affecting your division/ department's ability to achieve its goals and meet instructional needs.

Answer: ---Library---
1. motorized cart for delivery of Instructional Media equipment to classrooms and events.
2. still need a large room for library orientations to accommodate large class sizes, up to 50+ students.
3. need more secure location to storeportable technology such as laptops and tablets
4. security cameras in and outside of all storage locations
5. electronic entry access to record authorized entry times
---Learning Center---
1.Replace mix/match tables and chairs for tutoring areas.
2.Secure increased lighting in tutoring areas.
3.Re-configure breakroo○ as a secure staff work area. Look for alternate break area for tutors and student staff that complies with district safety guidelines
4.There is an electrical overload on the first floor. The light bulbs in the spiral staircase area are continuously burning out. The floor plugs in the tuto□ s section have blown out and need to be replaced. There have also been instances where sections of computers go off. The blow out is due to the power shortage.
5. The general subject tutoring should have their own room for tutoring.
6. The writing lab should have its own room for tutoring

There are no facilities challenges with the realignment of Learning Skills Department and Library and Learning Resources, with the exception of having a separate location to hold workshops/seminars. The planned workshops may require the use of portable laptops or dedicated computer stations for faculty-directed instruction.

Question: Specify the division/ department's short term goals (1 year) for facilities improvement and functionality.

Answer: ---Library
1. Install more security cameras   also, inspect angle of current cameras   reference desk area does not show who the librarian is assisting
2. Electronic entry access and Secure location to store portable equipment (laptops and tablets)
3. Vending machine for students to acquire office supplies

---Instructional Media
1. motorized transportation cart

---Learning Center
1. Consider a student tracking system for positive attendance as each student enters the 1st floor. Tracking ability to specify type of service is used by the student: tutoring, study room, computer usage, foreign language lab, etc.
2. Initiate technology projects (student media related) described for the Instr. Asst. Info Techs, in conjunction with Instr. Media Asst. and multimedia trainers on campus.
3. We need more high resolution cameras on the first floor and in the library to cover any blind spots we have now and in common areas that presently do not have cameras such as stairs and lobbies.
 4. The power shortage should be addressed. The electrical system should be inspected and upgraded so that light bulbs will not blow out and electrical outlets will not short.

Short-term goals (within 1 year) for the Learning Skills department include:
1.   Establishment of a cost center for the Learning Skills department.
2.   Decision about who will be responsible for tutoring supervision.
3.   Final determination of Basic Skills budget oversight and reportage.
4.   Introduction of new curriculum based on revised Learning Skills the needs of the WLAC foundational students as determined the math and English departments
5.   Implementation of enhanced tutoring delivery formats to be used in addition to face to face tutoring.

Question:	Specify the division/ department's long term goals (2-6 years) for facilities improvement and functionality.
Answer:	---Library and Instructional Media--- 1. hire an Instructional Assistant Info Tech to assist in the open lab (LIRL) 2. hire 1.5 FTE Library Techs to assist in the evenings and weekends 3. hire an Instructional Media Specialist 4. replace equipment instudent computer open lab (LIRL) and Learning Resource Center every three years 5. replace staff computers every four years 6. increase the size of HLRC218 to accommodate 50 students

---Learning Center---
1. Provide classrooms for student or facultymedia orientations, tutor training, group tutoring.
2. I know this is a stretch (consider a small café vending machines and small tables, chairs with linoleum flooring) outside lobby of 1st floor. This can be used as a break room for tutors, students and gives a location for students who want to take a quick break from their studies without leaving the library.
3. Design and alignment of tutoring areas that maximize space, lighting, seating, noise control and access to tutoring resources computers or mobile technology, textbooks used in classes perhaps ebooks, electrical outlets or mobile devices.
4. Portable room dividers to enable usage of space as needed size, location. Master Plan construction design showns lots of open floor space no walls.
5. Media corrals area for student use of media equipment training and production.
6. Long term funded plan to replace and upgrade technology every four years. This includes the wireless technology.
7. Networkable and programmable student tracking system to track student computer usage and student resource usage such as tutoring. For example, a separate node (computer) can be programmed for student login. This computer would not only track the time the student is being tutored but also allow the student to select the subject in which the student is to be tutored. The system that is used to track student usage should be tied directly into the districts database so the IT department would not have to upload that information each day.
8. a separate large room for the subject tutors.
9. a separate room for the Writing Lab tutors. ---The rooms should have windows so that the floor supervision can have line of sight. The rooms should also have high resolution cameras. The rooms should also be insulated for noise.

--Learning Skills---
1.   Implementation of LSK curriculum which will scaffold skill‐building by pairing a learning skills class with every English course below 101 and every Math class below 125. As departments make

changes totheir curriculum, we will adjust LSK curriculum proportionately.

2.   Establishment of math, science and reading labs in physical facilities, ideally within the GC (for reading) and MSB (for math and science) so that academic support is available right where academic instruction takes place.

3.   Develop and implement reading curriculum.

4.   FT instructional assistants to staff the math and reading labs.

5.   Addition of a third FT faculty member to the LSK department whose area of specialization is educational technology so that we can expand to a virtual campus with academic scaffolding available in a variety of technology-supported formats.

6.   Establishment of an Advisory Council to ensure that all sides of student service are being met through our course offerings and delivery formats.

7.   Provide Supplemental instruction to every English course below English 101 and every math class below math 125.

Module:	CTE Programs

Question:	Does this Division offer any CTE programs? IF THE ANSWER IS 'NO' SKIP THE SECTION ABOUT CTE PROGRAMS, AND GO ON TO THE PLANNING SECTIONS.
Answer:	No

Question:	Review labor market demand. How does your program meet labor market demand? Cite specific examples and sources.
Answer:	

Question:	Advisory Board Membership. List the member name, company name, title and CTE program for each member.
Answer:	

Question: Advisory Board Meetings. List the following information for each meeting held in the last year:

AB Name	Dates	Number Attendees	Minutes

Question:	What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?
Answer:	

Question:	Describe and assess the evidence of students' attainment of intended learning outcomes, as measured by the employment and completion success of its students. [Ed Code 78016(a)(3)]
Answer:	

Question:	Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?
Answer:	

Question:	Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. The most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultation.
Answer:	

Question:	Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice.
Answer:	

Question:	Based on survey results, provide a brief analysis of employer satisfaction with program graduates.
Answer:	

Question: Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division.

Answer:

Module: Completion

Question: Division Chair/ Program Manager: Fill out your name and date of final approval, save, and submit the program review.

Answer: Ken Lin, Library and Learning Resources division chair
initial submission November 11, 2015, 1:00am
corrected and updated December 3, 2015, 12:35am

Question: List the people who participated in this Program Review.

Name	Role
Ken Lin	Full Time Faculty
Timothy Russell	Full Time Faculty
Jeanene Ames	Full Time Faculty
Susan Trujillo	Full Time Faculty
Maria Yanez	Full Time Faculty
Leo Calderon	Staff
Ken Lee	Full Time Faculty
Ted Pointer	Staff
Francisco Monzon	Staff
John Titus	Staff
Diane Matsuno	Staff
Meghan Potter	Part time Faculty
Tamara Washington	Staff