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

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

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

DESCRIPTIVE SUMMARY:

By maintaining proven operating procedures, nourishing collaborative relationships with instructional faculty, strictly managing diminishing budgets, and tapping outside funding sources, West’s librarians have achieved significant incremental gains in library resources since 2006.

Since 2006, the annual book budget has dropped from $20,000 to $10,000 and the hardcopy periodicals budget, from $15,550 to approximately $8,500. The library has offset the impact of these cuts by subscribing to electronic book collections (*NetLibrary, Gale Virtual Reference Library*) and to electronic periodical databases (*LexisNexis, JSTOR, ProQuest*). At the end of the 2010-2011 fiscal year, grant funds provided $50,000 to add hardcopy books, DVDs, and CDs. The library faculty buttressed basic skills and subject areas in vocational education.

By working collaboratively with instructional faculty, the library selects materials to help students learn to think critically, succeed in their courses, and become life-long learners. Library faculty work with instructional faculty to identify collection needs, whether hard-copy or electronic. At the beginning of each semester, the collections development librarian sends an email to each faculty member requesting a prioritized list of recommended book purchases. Once a list of titles in subject areas is compiled from book reviews from academic review sources, faculty, staff, and student input, the collections librarian sends it to the faculty in the appropriate disciplines for their approval.

As a permanent member of the Curriculum Committee, the collections development librarian reviews all course outlines as they are submitted. The Course Outline form requires a sign-off, signifying that the faculty author has met with the librarian to review library collections and periodical databases and determined that the content and currency of the collections are appropriate to the topics covered in the course. The library is also heavily invested in the
program review process as that allows it to become sensitive to the pedagogical concerns of other disciplines.

Librarians base both weeding and purchasing decisions on circulation statistics which provide an accurate profile of subjects that are heavily used. In the daily reference log, reference librarians note when students seek sources on topics for which the library has no titles or has titles that are outdated. They also record requests for titles which aren't in the collection.

The library maintains a XX-seat Library Instructional Research Lab (LIRL) providing PC and Mac computers for students to use in accessing the electronic databases and the web as well as for other academic uses, such as word processing and accessing online classes. Students can check out PC laptops to use in the library.

SELF-EVALUATION:

Given the current economic situation, it might be expected that the West’s library would have lost ground since the last accreditation report. It has not. In fact, West has augmented resources, services and infrastructure, led by librarians working creatively and aggressively to balance competing needs. Thus, Macs provided for the LIRL and laptop circulation program were needed elsewhere on campus, but ten desktop Mac minis will replace the original Mac desktops.

The college stepped up to provide ten Macs to LIRL and a like number to its PC laptop circulation program. Unfortunately, both cohorts of Macs have been co-opted by extra-departmental forces for other than student use.

Both student and faculty cohorts on campus seem to approve of and appreciate the efforts of the Library and Learning Resources Division. XX percent of respondents to the Spring 200X Student Survey agreed that the library’s collection of books and magazines are modern and well maintained; another 66 percent agreed that computers and software on campus are up-to-date, and 62 percent agreed that instructional equipment in the labs is sufficient and up-to-date (survey).

In the WLAC 200X Self-Study Survey 79 percent of responding staff, students, faculty and administrators rated the library to be effective or very effective (survey). The quantity and quality provided by electronic periodical and research databases have been judged to be adequate and relevant to college curriculum. Lexis-Nexis Academic Universe supports the paralegal studies program and provides extensive newspaper coverage for the social sciences, speech and English curricula. The Library regularly adds annual editions to its e-book collections.

PLANNING AGENDA:

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

DESCRIPTIVE SUMMARY:

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Although almost every course and many student services aim to help students process information effectively, library faculty and staff play a key role in helping West’s students develop skills in information competency.

Library Science classes help students learn how to search and locate information in print and electronic formats and analyze and synthesize it into accurate, coherent, well-supported essays and research papers, and to effectively use knowledge in other academic and vocational settings. The Library Education Department of California State University San Francisco has commended the online version of Library Science 101 for its educational quality. West offers

- Library Science 101 – Library Research Methods (1 Unit)
- Library Science 102 – Internet Research Methods (1 Unit)
- Library Science 103 – Information Literacy (2 Units)
- Library Science 104 – Advanced Internet Research (1 Unit)
- Library Science 88 – Business and the Internet (1 Unit)
- Library Science 117 – Online Legal Research (1 Unit)
- Library Science 130 – Travel and the Internet (1 unit)

These classes have been offered in online, face-to-face and hybrid modes to meet the varying needs of West’s students.

The library’s instructional program also includes library orientations, information competency workshops and one-to-one consultations at the reference desk. Librarians offer a series of bibliographic aids developed by the bibliographic instruction librarian.

Each semester, instructors bring an average of about 30 students per class from approximately 30 classes in a range of disciplines such as English, history, anthropology, health, speech, dental hygiene and paralegal studies to the library for orientations. On a daily basis, students come to the reference desk to ask questions about their research projects, thereby covering the areas of

The library plays a further role in meeting this requirement via ongoing dialogue with the English department on how train students in information needs assessment, search, retrieval, evaluation, organization and documentation. Library faculty participated in the creation of West’s Institutional Student Learning Outcomes, which align with the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education.

The LIRL and a library instructional research classroom support information competency instruction. Faculty librarians cover the reference desk online and in the library, while an instructional assistant in information technology and student tutors to help students deal with any problems they encounter printing and using the Microsoft Office suite, Etudes, and other software.

**SELF EVALUATION:**

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The College meets the standard. According to the College’s Student Learning Outcomes (SLO) A. Critical Thinking, students will be able to “analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences,” and SLO F. Technical Competence, “utilize the appropriate technology effectively for informational, academic, personal, and professional needs.”

Library faculty have identified key skills students must master to achieve these outcomes:

- Select and evaluate the accuracy, credibility, and relevance of information sources. Use technology effectively to organize, manage, integrate, create, and communicate information and ideas.
- Evaluate critically how media is used to communicate information through visual messages.
- Identify the legal, ethical, social and economic rights and responsibilities associated with the use of media.

They assist students with these skills at the reference desk (both online and face-to-face), in library workshops and orientations, and in library science courses. These programs should grow with the college to meet the needs of students across the curriculum. Currently, the college is only offering Library Science 101, 102 and 104. By replacing a librarian vacancy with a dedicated Bibliographic Instruction (or Information Literacy) librarian, the library department could again offer all the library science courses, and explore pairing research methodology with additional content areas.

Feedback from discipline faculty on the effectiveness of the library orientations and the need for improvement has been passed on to librarians.

The Library faces a challenge in covering the reference desk when the college has a year-round instructional calendar, as additional staff has not been hired for the winter and summer sessions.

**PLANNING AGENDA:**
Library and Learning Resources Division will continue to work with discipline faculty to evaluate the effectiveness of information competency services and set goals for improvement.

**Learning Skills - II.C.1.c**

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

The Heldman Learning Resource Center (HLRC) plays an essential role in the provision of learning support services and library resources at West. It houses Disabled Students Programs and Services, the distance learning office, the tutorial center, the Learning Skills Lab, the Writing Lab, the Foreign Language Lab, and the Library Instructional Research Lab. The Library & Learning Resources Division (LLRD) runs both the library and most of the learning support services. This organizational relationship allows the division to share personnel and infrastructure and better deal with limited funding.

The library offers standard library resources, services, and bibliographic instruction. Staffing has declined since 2006. Replacing two librarians with one particularly technologically savvy one and carefully selecting temporary librarians has shielded the college from serious impacts. Library faculty have identified effective technologies so that fewer can serve more. West has subscribed to Library Thing and to QuestionPoint. Library Thing is a semi-automated system by which the library premieres its new book arrivals on its home page. Through a consortium of libraries throughout the country QuestionPoint provides 24/7 reference service. By subscribing and providing a few hours a week of reference service to the consortium, the West provides students with year-round, 24-hour access to reference service from many of the country’s most prestigious universities. The library’s presence in Web 2.0 venues like Facebook, Flickr and Twitter helps welcome students to the library.

With the restoration of classified staffing, the college can reinstate former hours of operation.

Learning skills faculty offer credit courses in the Learning Skills Lab. In these courses, computer-assisted-instruction helps students master the skills necessary for their college courses by re-introducing and reinforcing pre-collegiate skills, mostly in math and English. Under the direction of learning skills faculty and staff, West provides a comprehensive subject tutoring program and a writing lab. This makes for an engaged learning community of faculty, students, and student tutors. Technological innovations have helped maintaining access to these services, and more will be required.

The learning skills classes are self-paced, open-entry, open-exit, using computer-assisted-instruction (CAI). Learning skills classes both complement and serve as preparation for basic mathematics, pre-algebra, beginning and intermediate algebra, grammar, punctuation, spelling, reading and writing. A typical semester's offerings in the department's language arts courses include seven courses (in a dozen sections) and three courses in mathematics (five sections). CAI courses are also available in chemistry, history, and political science. The LRC offers a learning skills course that helps students overcome math anxiety by identifying its causes and various strategies to assist students to become more confident in their perspective math classes. Non-credit foundational skills instruction is available as Supervised Learning Assistance (SLA). All of these services use the PLATO software platform over West’s local area network. Transitioning to a web-based version of PLATO would give students access from many more computers at any time.
In addition to teaching classes, learning skills faculty oversee the campus's tutorial program and the Writing Lab. They hire between 15 to 20 tutors each semester in approximately 20 subject areas. As part of the hiring process, each tutor must submit a letter of recommendation from a professor in the course for which they are tutoring. They must have earned an A or B in the course. Tutors conform to strict District guidelines and are trained and regularly monitored for the quality and effectiveness of their efforts by learning skills faculty. In Fall 2010, a tutor training program was implemented to better equip tutors to assist the needs of the West student population. Education 006 (Methods and Materials of Tutoring) has been designed to prepare students to be peer tutors, but has not been offered yet. Classified staff in the Writing Lab confer with students on the prewriting and organization stages of college level writing. West students enroll in free, non-credit courses to get individual and group tutorial assistance in math, biology, English and other subjects on a first-come, first-served basis.

The college has implemented a successful online tutoring program. Initially grant-funded, online subject tutoring in math, statistics, economics, Spanish, ESL, sociology and political science is offered every semester. The online tutors are also student tutors on campus at West. An online writing lab (OWL) has been developed using grant funds, and has been institutionalized by the English department. Online tutoring is delivered using the same course management system used in online classes, Etudes. Both programs have been well received by West students. An online class, Education 230 (Online Student Success Lab), supports students in online classes.

West students are tech savvy and are very engaged with technology-based education. A web-based Learning Center would enrich this learning process and extend its reach beyond the physical campus.

SELF-EVALUATION:

Despite budget cuts, West has sustained learning support and library service that or exceed levels of service at the time of the last accreditation review.

The fall 2010 Learning Skills and Tutor Program Student Survey data indicated that the Learning Center is meeting the needs of the students who use its academic services, learning skills courses and subject tutoring. Over 73% of the students polled used learning skills course, either alone or with tutoring. 17% used tutoring services only. The remaining students used the study area only. Students attend regularly and are very satisfied with instruction, tutoring, staffing, hours of operations, and accommodations. Users tend to be female and over 35 years of age. However, a wide range of students makes use of the services as well. Over 75% of the students serviced have academic goals of a certificate, degree, or transfer to the university level.

Seventy two percent of respondents to the Spring 200X Student Survey agreed that the library and the learning skills lab are open at convenient times; and 68 percent agreed that the computers are available for use on campus when they need them.

Between fall 2008 and fall 2009, there was a 46% increase in the number of Learning Skills enrollments with a 31% increase in the number of hours captured for credit positive attendance. During that same time period, tutoring hours increased by 29%. Education 230 (Online Student Success) is important at West with over approximately 4000 FTE online students.

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The educational structure and design of the Learning Skills program lends itself to a technology-based delivery. Using web-based PLATO or other learning systems, students could work on fully online and hybrid versions learning skills classes at any time, as has been shown in a few pilots at West. Locating the funding for this licensing should be a priority. At the same time, additional educational equipment (whiteboards in study rooms, video devices to generate tutorials, and materials (web-based reading software, hands-on teaching aids or manipulative) will be incorporated into the current program based on its potential to effectively support student success.

Learning skills faculty and the LLR division chair continue to work with the campus researcher to determine how well instructor guided, computer-assisted instruction (CAI) and tutorial services support student learning outcomes in academic disciplines.

PLANNING AGENDA:

Following up on the 2010 program review and unit plan for the LLR division, the learning skills faculty will evaluate its current technology delivery system and offer a detailed report of technical equipment, software, and staffing needs to support a web-based program. The learning skills representative to the Academic Senate and Student Success Committee will promote the benefits of achieving a web-based program and meet assist in seeking grant funding.

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

DESCRIPTIVE SUMMARY:

The Learning Center is located on the first floor of the Heldman Learning Resources Center. The college Library is located on the 2nd and 3rd floor of the same building. Building security sweeps, alarms, and emergency lighting are in place for both of these departments. Campus Security and other emergency services are readily available with a phone call. Campus Security also maintains routine checks of the building and grounds when the campus is closed.

By design, the glass walls of the Learning Center give a clear view of activity in the center when it is open or closed. Instructional staff are always on the premise to oversee lab operations and lab security. Student disruptions of any kind are handled first by instructional staff and referred to campus security and the vice-president of student affairs if necessary. Student behavior issues have been minimal and dealt with swiftly without any altercation.

Theft and vandalism have not been an issue. The Learning Center is a student technology lab. There have been zero incidents of theft or vandalism since the area was converted to a computer-based laboratory. Access to the computers are regulated by an assigned student login or by a valid and current college i.d. number. There have been few if any incidents of theft, i.e. textbooks, wallets, etc. among students using the lab facilities.

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Instructional materials like headphones, textbooks and manuals, teaching manipulatives are checked out to students in exchange for a student i.d. card that is held until the materials are returned.

The key to having a secure and safe facility is adequate instructional staffing at all times. Students know when there is a staffing presence that secures an educational environment conducive to learning and student success.

**PLANNING AGENDA:**

Admissions and Records does have an emergency security button installed behind the counter. This feature could be installed behind the Learning Center front desk to expedite access to campus security.

II.C.I.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

**DESCRIPTIVE SUMMARY:**

The Division, along with other college libraries of the District, participates in institutional collaborations to ensure that appropriate resources and services are at least adequate to support the Library’s mission, are readily accessible, and are in fact utilized effectively by its target constituency. Among these joint contractual collaborations are an online library system incorporating an online catalog, circulation, and cataloging features (SIRSI) and a state-wide consortium (Community College League) for subscription databases. These collaborations formal agreements entered into directly and independently with other service and resource providers, by the College and are ratified at the District level by the Board of Trustees.

The library ensures that these services and resources are adequate by regularly polling discipline faculty regarding the usefulness of its databases (including SIRSI) in facilitating the successful completion of class assignments by students and for suggestions for other databases (survey). Student input is also sought directly via survey (survey). By actively monitoring the number and content of students’ research and reference queries at the reference counter (tally form), the Library also is able to measure the effectiveness of current databases. For example, librarians compare its databases with the database offerings of other research institutions in a continual effort to analyze their user-friendliness, scope, and suitability for college-level study and research. When they arise, technical issues are resolved via a number of routes: internally by the library’s technical staff, cooperatively with the College’s information technology department, or in formal committee (in the district-wide Library Automation Committee), or directly with independent vendors.

**SELF-EVALUATION:**
The Division takes active responsibility in ensuring that any agreement it enters into to secure services and resources will ultimately benefit its constituency—the College’s students. These agreements must be formalized and approved at both the College level and the District level. The adequacy, appropriateness, and usefulness of such services and resources are analyzed and measured regularly within the division among its staff and by interrogating discipline faculty and students directly.

The college meets the standard.

11.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY:

Collection development procedures regarding the use of in-house statistics to guide librarians' collection development efforts are continuously monitored and enhanced.

From assessment to matriculation, the institution is very interested in identifying and meeting student needs. Nearly 90% of the college’s student assess at the basic skills level in language arts or math. Many of these students are referred by counselors and instructors to the Learning Center for support services. Students, whether they be new basic skills students or ready to transfer to the university, are supported through learning skills courses in language arts and math, free tutoring in a breadth of college subjects, and guided and overseen by a team of instructors, instructional assistants and student tutors.

The needs of the Basic Skills student are addressed through:

Learning Skills courses (credit and non-credit) using Plato computer-assisted instruction, are customized to support equivalent skills of the following pre-collegiate/basic skills courses:

<table>
<thead>
<tr>
<th>Learning Skills Course</th>
<th>Plato Modules Used</th>
<th>College Course Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Fundamentals &amp; Pre Algebra</td>
<td>Math 105, 110, 112</td>
<td></td>
</tr>
<tr>
<td>Beginning and Intermediate Algebra</td>
<td>Math 115, 117, 118, 125</td>
<td></td>
</tr>
<tr>
<td>Overcoming Math Anxiety</td>
<td>Math 105, 110, 112</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics

Enrollment in Math courses requires a college assessment. The entry level math course is Math 105 - Arithmetic.

LSK 10A is a widely-enrolled learning skills course. Math fundamentals, like fractions and division, are math that are challenging to many students. An in depth review or re-learning of this material is essential. LSK 10B supports student taking or preparing for Math 115 and Math
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Math courses above Math 125 are considered at college level. Completion of one course beyond Math 125 is a requirement for transfer to the university. LSK 10B can prepare students for the higher math series. LSK 15A is a combined, classroom and lab course to assist students with math knowledge but who have experienced test anxiety or other difficulties which have prevented them from successfully completing the math course. Students also enroll in Learning Skills math courses before taking the college math assessment test that places a student in the appropriate math course. Use of the multimedia based Plato lessons are engaging, multi-sensory in learning style, and mastery-based to ensure that skills are learned. These foundational classes are a resource for beginning, intermediate, and advanced math students.

**Language Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Level(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSK 50</td>
<td>English 21 (grammar, writing)</td>
<td>English 21</td>
</tr>
<tr>
<td>LSK 5</td>
<td>Plato Grammar and ESL software and Azar ESL software</td>
<td>ESL 4A, 5A, 6A</td>
</tr>
<tr>
<td>LSK 2A</td>
<td>Plato Grammar Review</td>
<td>English 21, 28</td>
</tr>
<tr>
<td>LSK 2B</td>
<td>Plato Verbs</td>
<td>English 21, 28</td>
</tr>
<tr>
<td>LSK 3C</td>
<td>Plato Vocabulary and Reading</td>
<td>English 20A, 21, 28</td>
</tr>
<tr>
<td>LSK 4</td>
<td>Plato Spelling</td>
<td>English 21, 28</td>
</tr>
<tr>
<td>LSK 30</td>
<td>Plato Reading Strategies</td>
<td>English 20A, 21, 28</td>
</tr>
<tr>
<td>LSK 50</td>
<td>Plato Essay Writing or Speed Reading</td>
<td>English 21, 28</td>
</tr>
<tr>
<td>LSK 73</td>
<td>Online Grammar and Writing Lab</td>
<td>English 21, 28</td>
</tr>
</tbody>
</table>

Language arts skills are essential and applicable to all college courses, including math! Reading and comprehension skills, grammar, vocabulary, spelling, and writing skills, ranging from 3rd grade through 14+, are offered through an adult presentation. Multi-sensory learning styles are addressed and mastery-based or project completion-based assessments provide valuable feedback to the student to bolster confidence in these skills and in self-esteem. Most courses are aimed at the pre-collegiate student. However, all skill-based courses offer foundational language arts skills that can be applied to students of all levels, especially courses in reading strategies, essay writing, and speed reading.

English 21 is the most basic introductory course offered. The English department and Learning Skills department agreed on a co-requisite Learning Skills 50 lab course for all English 21 students to provide a refresher course in foundational language arts skills. Students may progress to English 28 and then to English 101, the designated freshman composition course.

Enrollment in English or ESL (English as a Second Language) requires a college assessment. English enrollment starts English 20A or English 21. ESL courses start with the ESL 4 series.

Other Learning Skills Courses:
These learning skills courses support subjects previously identified as classes that students find difficult. They support the introductory student. Students may take the course before or concurrent with the lecture course.

Learning skills instructors serve on the Distance Education and Basic Skills Committees and work with language arts, mathematics, and other academic divisions to interpret and apply district-wide and college-wide mandates and student needs. Faculty in this area interpret data relevant to student success and transfer rates, particularly as they are impacted by basic skills classes. They stimulate student preparedness and attitude instruments, coordinate learning goals among learning skills and the academic areas, and generate protocols for enabling students, especially those who are under-prepared, to maximize opportunities for success.

The Learning Center student tutoring program also supports basic skills students as well as students ready for transfer to the university. Math tutors are available every hour that the center is open as math is the most requested subject. The majority of the students requesting math tutoring are for pre-algebra through intermediate algebra. The tutors hired are usually West students who are familiar with the math courses, textbooks, and instructors.

Tutor requests for chemistry, anatomy, biology, and physics have recently increased. We offer tutoring in all of these subjects and have plans to acquire hands-on teaching aids, like manipulatives, for subjects like these that require abstract thinking. Tutoring support is also available in the following subjects: sociology, psychology, economics, history, political science, speech, humanities, business, accounting, Spanish, French, philosophy, anthropology and art history.

All English tutoring requests are referred first to the Writing Lab. The Writing Lab offers assistance to students for all writing assignments, college applications, etc. The Writing Lab is supported and operated by the English department. Learning Center staff support lab operations and supplement tutoring services as necessary. The Writing lab reports the majority of tutoring requests from English 28, 101, and 103, history, psychology, child development, art history and appreciation, dental hygiene and assistance with college applications.

The Learning Center also oversees and maintains the Foreign Language Lab. The foreign language department requires a co-requisite lab. Students must complete the foreign language requirements for transfer to the university. Our support of the Humanities and Fine Arts division/Foreign Languages department assists students in completing requirements for transfer.

The Learning Center offers a myriad of student services, including the DSP&S (Students with Disabilities Program and Services) to assist students with their academic and personal needs. The department also works closely with the Los Angeles Unified School District (LAUSD) Center.
for Advanced Transition Skills (CATS) Program. Students continue enhancing language arts and math skills through enrollment in our courses and graduate from the CATS program at age 22.

The Learning Skills courses, tutoring, and instructional staff are housed in an open learning area, where students merge seamlessly from one service to another. Student technology needs are met through free Wi-fi access and computer workstations. Many students in our demographic depend on technology tools provided by the college.

A knowledgeable and caring staff makes the center work as a one-stop support center for students of all levels and abilities who have the common goal to academically progress and reach personal goals.

To evaluate our effectiveness of meeting these students needs takes on both quantitative and qualitative approaches. On the basis of learning skills course completion through recorded lab hours and content mastery, we have documentation of student success and achievement in these skill areas. A minimum of 70% mastery is required for a (CR) credit grade. Students who do not pass may take the class again to complete additional content and to increase mastery of skills designated for the course.

Additional quantitative data is obtained through student surveys and institutional queries. Survey data of Learning Center students for Fall 2010 report on our effectiveness with regard to learning skills courses, subject tutoring, staff effectiveness, academic goals, as well as traditional demographic data.

This semester’s survey results are as follows:

The survey results indicate that the Learning Center is meeting the needs of the students who use its academic services, learning skills courses and subject tutoring. Over 73% of the students polled used either Learning Skills courses only or Learning Skills courses and tutoring. 17% of those polled used tutoring services only. The remaining students used the study area only.

Over 94% of the students surveyed rated the Learning Skills and tutoring services as Excellent or Good. 94% considered the Staff as knowledgeable and helpful to students. 98% of the students strongly agree or agree that the Learning Center is effective in helping them with their academic goals. 98% of the students would recommend the Learning Center to other students to help them with their academic goals.

74% of the students surveyed were enrolled in a learning skills language arts course and 61% of that 74% highly benefited from the course. 60% of the students surveyed were enrolled in a learning skills math course and 50% of the 60% highly benefited from the course. 66% of the students surveyed used tutoring services and 56% of the 66% benefited a lot from the program.

Student demographics include: 25% male, 75% female users; 2% < 18 yrs, 27% 18 – 24 yrs, 25% 25 – 35 yrs, and 46% more than 35 yrs.

Over 41% of the students surveyed use the Learning Center every day they are on campus. 47% use the Center at least 2 – 3 days a week. 13% use the center less than once a week.
83% of the students polled strongly agree or agree that the Learning Center is available (open) to access its resources.

A survey of student academic goals reveal that 31% are working toward a certificate or A.A. degree, 44% plan to transfer to the university, 17% are attending college for personal interest, and 8% are undecided.

Overall, the Learning Center is providing much needed academic services. Students attend regularly and are very satisfied with instruction, tutoring, staffing, hours of operations, and accommodations. The student population tends to be female, and over 35 years of age. However, a wide range of students makes use of the services as well. Over 75% of the students serviced have academic goals of a certificate, degree, or transfer to the university. Our goal is to continue with the success of the program by advertising to more male students and students 18 – 35 years, increase the reach of students for learning skills courses through web-based, and increase hiring of math and other high-demand subject tutors.

Refer to a sample of the survey with data provided.

Institutional queries of the effectiveness of learning skills courses and tutoring are in progress with the college researcher.

For the statistical purposes, we would like run an analysis of Learning Center effectiveness.

We will compare the students who are enrolled in language arts learning skills courses, LSK 2A (grammar) Section 1330, LSK 2B (verbs) Section 1332, or LSK 3C (vocabulary and reading) Section 1334 and enrolled in either English 21 and English 28 class to the students who are just enrolled in English 21 and 28.

With regard to math skills, we will compare the students who are enrolled in LSK 10A (math fundamentals and pre-algebra) Section 1344 or LSK 10B (beg. and inter. Algebra) Section 1352 and the Math classes 105, 110/112, 115, (117,118) to the students who are just enrolled in the math classes.

Finally, we will comp the effectiveness of Tutoring, Section 8960 and students enrolled in a math or science class to those math/science students who are not enrolled in Tutoring.

“Basic Skills” courses and programs, now called “Foundational Skills” by our college, are reviewed and evaluated on a regular basis as West serves a large population of students in need of skill improvement. Because of this pressing need to re-engineer all basic skills programs, a Foundational Skills Think Tank committee met over the summer to review and evaluate the college’s Basic Skills Program. The Student Success Committee has been created to take over the function of the Basic Skills Committee to regularly review, evaluate, and make recommendations to the Academic Senate.

Learning Skills Instructors serve on the Student Success Committee and work with Language Arts and Mathematics departments, and other academic divisions to interpret and apply district-wide and college-wide mandates and student needs. Faculty in this area, interpret data relevant to student success and transfer rates, particularly as they are impacted by all basic skills classes. They Student Success Committee provides student preparedness and attitude instruments, coordinates learning goals between learning skills and other academic disciplines, and generates
protocols for enabling the greatest number of students, especially those who are under prepared, to maximize their opportunities for success.

Qualitatively, we base our evaluation on the many student testimonials that reveal student success, motivation, optimism and confidence in reaching academic and personal goals. Several students come to the Learning Center and find a home base to grow academically, socially and emotionally. The student who progresses from F to C work is just as much a success as a student who progresses from C to B or A. Recent student survey results indicate that most feel more confident in their student success having used resources at the Learning Center.

SELF-EVALUATION:

The Learning Skills and Tutoring program meets the standard in supporting the identified student needs of the Basic Skills student as well as students well on the academic path leading to transfer to the university. Evaluation techniques, course completion, tutor usage, student surveys, and institutional reporting, applied to assess the effectiveness of the program indicate that the program is meeting the student needs identified. The department’s goal is to continually improve by periodically re-identifying student needs and the best resources that ensure student success. An example of our newest resource is the implementation of free Wi-fi access and additional LIRL (library and research lab) computers on the first floor offer Internet services as a supplemental resource for use in tutoring, writing lab, and learning skills operations.

PLANNING AGENDA:

We are always looking for methods and strategies that motivate and inspire students to reach their potential. The Learning Skills Program is in a prime position to meet those students who can reach their goals with the assistance of academic support systems. We plan to further explore various techniques and strategies that augment learning and student success and satisfaction. Hybrid learning skills classes allow us to reach our student population that has limited time available for traditional campus courses. Use of manipulatives as teaching aids support the kinesthetic learner. A study skills website would be useful to student of all abilities and areas of study. These are a few examples of the learning strategies in development.

APPENDIX

West Los Angeles College

Accreditation – Learning Skills and Tutor Program Student Survey

Fall 2010

Thank you for taking this student survey. It will assess how well the Learning Center is supporting student success by offering helpful programs, courses and services.

Aug. 27, 2011 AT
Select one (1) answer for each question and fill it in on the provided scantron.

1. **What best describes the services/courses you use in the Learning Center?**
   a. Learning Skills courses/Plato, etc. only (39%)
   b. Tutoring only (17%)
   c. Learning Skills AND Tutoring (34%)
   d. Study Area only (11%)

2. **Overall, the Learning Skills courses or Tutoring Services or study facilities are:**
   a. Excellent (61%)
   b. Good (33%)
   c. Needs Improvement (6%)
   d. Poor (0%)

3. **What best describes your evaluation of the Learning Skills courses offered in (language arts – grammar, verbs, spelling, essay writing, reading, etc.)**
   a. I learned a lot and will benefit from the course(s) (61%)
   b. I knew a lot already, but it was a good review (12%)
   c. I didn’t gain much from taking the course(s) (1%)
   d. I didn’t enroll in a Learning Skills course (26%)

   a. I learned a lot and will benefit from the course(s) (50%)
   b. I knew a lot already, but it was a good review (9%)
   c. I didn’t gain much from taking the course(s) (1%)
   d. I didn’t enroll in a Learning Skills mathematics course (40%)

5. **What best describes your evaluation of the Tutoring Program (subject tutors for math courses, Spanish, etc.)**
   a. I benefited a lot from the tutoring program (56%)
   b. I was satisfied with the tutoring service, but it did not help as much as I thought it would (5%)
   c. I did not benefit from the tutoring service (5%)
   d. I did not use tutoring services (34%)

6. **How would you rate the Learning Center staff?**
a. Staff members were knowledgeable and helpful to students (94%)
b. Staff members were sometimes helpful to students (6%)
c. Staff members were not knowledgeable or helpful to students (0%)

7. On average, how often do you use the Learning Center?
   a. Everyday I’m on campus (41%)
   b. 2-3 times a week (47%)
   c. Once a week or less (13%)

8. The Learning Center offers the courses/services/support that I need to succeed in college. Select one of the following:
   a. I strongly agree (71%)
   b. I agree. (24%)
   c. I sometimes agree (5%)
   d. I do not agree. (0%)

9. The Learning Center is open at times that I am able to adequately access the courses/services/support. Select one of the following:
   a. I strongly agree (56%)
   b. I agree (27%)
   c. I sometimes agree (12%)
   d. I do not agree (5%)

10. I would recommend the Learning Center to other students to help them with their academic goals.
    a. I strongly agree (83%)
    b. I agree (15%)
    c. I sometimes agree (0%)
    d. I do not agree (2%)

11. For demographic purposes, please indicate your gender:
    a. Male (25%)
    b. Female (75%)

12. For demographic purposes, please indicate your age (range):
    a. Less than 18 years (2%)
    b. 18 – 24 years (27%)
13. What items best describes your academic goals at West?

a. Certificate or A.A. degree (31%)  
b. Transfer to university (44%)

c. Personal interest (17%)  
d. Undecided (8%)

What recommendation(s) do you have to improve the services at the Learning Center?

(Learning Skills courses, Tutoring, study area, etc.)

Parking lot:

The Division would like to accomplish a few initiatives by the next accreditation report. Primarily, it will seek to fill long-standing certificated and classified vacancies. Filling these vacancies is critical if the Division is to continue to make advances in services and operations hours. Though this can be accomplished only if general college funding reverts to a more stable footing, the Division believes that College administration and the Academic Senate sees the value of placing the Division’s needs among its priorities. Secondarily, with restored permanent staffing in place, the Division can exercise pedagogical initiatives. Finally, Obviously, these initiatives rely on a more robust fiscal situation.