

Standard Six: Information and Learning Resources

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

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

Descriptive Summary

The information and learning resources at Los Angeles Trade-Technical College (LATTC) are essential for student success. The Board of Trustees (BOT) approves funds to support learning resources through the district's funding formula. Through the college's budget process, budget distribution and endorsement is conducted by the college through the Planning and Advisory Committee (PAC).

As of March 2002, there are over thirty major information and learning resource computer labs on campus. These labs were developed primarily through specially funded programs, block grants, and vocational equipment funds, and to a lesser extent through general campus funds (Doc. 6.1).

The district Office of Information Technology is responsible for providing the college with an infrastructure of uninterrupted administrative database computer services (commonly referred to as the DEC), and with access to the Internet. The college MIS unit is responsible for developing, maintaining, and making these services available to the entire campus.

The Library occupies the first, and most of the second floor, of the Learning Resources Center (LRC). Library facilities include a reference area, reserve and periodicals areas, general book stacks, a microforms room, circulation and audio visual areas, twelve group study rooms, and seating for 352 students. The Library serves all students and programs by providing information resources in many formats. Before a new program can be approved by the College Curriculum Committee, the college library holdings are reviewed to determine if there are sufficient resources to support the program.

The collection includes approximately 80,000 books and 320 periodical subscriptions, including database materials in electronic accessible format. There are ten public access computers to provide access to online periodical and reference databases, the Internet and the online catalog (Doc. 6.2). In addition to basic bibliographic information, the system lists the campus where a book can be found and whether it is checked out. Borrowers can request book loans from any of the other district's college libraries through an inter-

library loan service. In addition to the regular collection, the Library has a special collection of 1,800 culinary arts materials in the Blanche Gottlieb Culinary Arts Collection.

The Center for the Advancement of Teaching with Technology (CATT), including instructional media services, is also located on the second floor of the LRC. It provides instructional development services, videoconferencing/distance learning events, satellite teleconferencing, college-wide event support, and operation of the College Grand Theater. CATT provides a wide array of digital imaging services as well as support for the College website. CATT provides extensive television resources such as production for instruction, recruitment and public relations, editing and other postproduction services. CATT provides camera-ready art for the college catalog and printed recruitment and public information materials. It also arranges for broadcasting of college events to the community over cable television. In addition, CATT provides mass duplication services for media-based curricula in programs such as PACE and foreign language instructional as well as captioning services for the DSP&S.

The Learning Skills Center includes the Learning Skills Computer Lab and tutoring in C-102 and C-106 and the Instructional Resources Lab located on the second floor of the LRC. The Learning Skills Computer Lab was developed in the fall of 1998 with the merger of the basic skill classes, developmental communications classes, and the GAIN program instructional components. The Learning Skills Center is a college-wide service that offers courses and activities, which promote student development in basic skills for entry into college-level courses. Instruction occurs in traditional, stand-alone environments, such as Developmental Communications offered in the LRC, as well as in the 120-station Learning Skills Computer Lab or through distance education.

Most courses are three-unit lab courses that have been divided into one-unit module courses to accommodate student needs. Subjects include reading, spelling, vocabulary, English grammar, mathematics, and vocationally focused math, reading, and writing. Learning skills also offers General Education Development (GED) preparation. For a small fee per semester, students not enrolled in Learning Skills classes may use the lab to access the Internet, Office 2000, and other general software to help them complete course assignments.

Tutoring is available to any student enrolled at LATTC, and the college offers small group and individualized tutoring with peer tutors and tutoring professionals. Subjects cover all courses and programs on campus. Other entities on campus besides the Learning Skills Center also deliver tutorial and learning resources, including DSP&S, and the Science/Mathematics department.

The Instructional Resources Lab (IRL), located in the LRC, offers several types of multimedia assistance to supplement college courses. It contains books, tapes, CDs, and videos for math, reading, writing, anatomy and physiology, biology, automotive, and other subjects placed on reference reserve by faculty for use by students.

The Staff Development Lab, opened in 2000-2001 is located on the second floor of the LRC. It provides ten computers, two printers, and other ancillary equipment for faculty and staff use. Available programs include *Microsoft Office 2000*, *FTP Voyager*, plus access to the Internet and the DEC. The facility is also used for faculty and staff workshops in subjects requiring computer access.

The recently developed Writing Center, located in C-100, offers courses in writing and reading as well as tutoring to any student needing assistance in the fundamentals of grammar and essay writing. The lab has fifteen computers and one printer with seating for twenty-five individuals. In addition, it shares a flexible conference area with the Learning Skills Center.

The Mac lab, located in E-206 and E-208 and supported by the Continuing Education program, is open to any student enrolled in the college who needs the Mac platform. The lab regularly operates Monday through Thursday, 8:00 a.m. to 9:00 p.m., Friday, 8:00 a.m. to 3:30 p.m., and Saturday, 9:00 a.m. to 12:00 noon.

There are additional program-dedicated labs, which do not offer open access throughout the campus. These labs provide hardware and software tailored to the specific needs of the departments responsible for the labs (Doc 6.1).

Self Evaluation

The college requires a technology plan that focuses on current and projected learning resource information, which is integrated with the Educational Master Plan 2003 and the Facility Master Plan.

The college is engaged in technological expansion in all areas within the resources available to the college. It has been successful in the incorporation of new technology into the college, but to a much lesser extent in its ability to maintain a base level of information resources. A severe challenge facing the MIS technical support staff is that of new computer lab developments which require continuous technical support and maintenance. Responding to daily problems leaves insufficient time to develop long-range operating plans and day-to-day operating procedures to properly interface with users or to adequately train users on changing technologies.

As a consequence, some faculty may be skeptical of the administration's commitment to support their technology efforts and so may be reluctant to include new technologies in their curriculum. Faculty and staff respondents to the 2002 Faculty/Staff/Administrators Accreditation Survey had a tendency to disagree that technology on campus was adequate, but tended to believe that facilities are adequate.

Informal discussions between committee members and college personnel indicate that some college improvements have been made in the past few years in the areas of technical staffing and work flow that have enhanced the operation of computer labs. A Title 5 federal grant initiated in 2000-2001 will supplement equipment and training and

alleviate some of these faculty concerns in selected departments.

The college's Educational Master Plan, projected to be available at the beginning of 2003, must include a framework for replacing technology on a regular basis to help ensure that our students are competitive in the job market and that information resources support prevailing instructional standards.

The Staff Development Committee periodically surveys our faculty on their needs and areas of upgrade training. The new Staff Development Lab is a start to providing a better area for staff development workshops. However, its limited number of computers makes large group training sessions impossible. More computers and diverse equipment are essential to the operation of the lab. (For additional information about Staff Development see Standard Seven.)

The staff of the various information and learning resource areas maximize their efficiency with the limited funding available. For example, with the Technology and Telecommunications Infrastructure Program (TTIP) and Block grant funding, the Library was able to purchase computers and electronic databases. The CATT was able to acquire a full-functioning video conferencing system that serves the entire college. TTIP also provided a digital satellite that connects the college with 108 other community campuses and the CSU and UC campuses.

General campus funds for materials have been at minimal amounts for several years, with an annual average of \$ 48,626 resulting in the library being virtually dependent on special State funds. Although the Library has approximately 80,000 volumes, a visual examination of the shelves indicates a large percentage of the volumes are duplicate copies, and most were published more than twenty years ago. In addition, these older titles circulate infrequently if at all. The Library cannot maintain currency of print materials in subjects such as electronics and computer information systems, subjects that are updated exponentially. Also, materials in subjects that support declining college programs need to be weeded from the collection. If additional funding were available, more new books could be purchased. In addition, community college libraries are required to have four volumes per each FTE student (Doc 6.3).

The Library does subscribe to some selected research databases in electronic format, and the college has a site license for these titles. Remote access assistance has been requested from the MIS department and will be provided as soon as it is feasible for MIS to begin the project. Electronic titles are displayed on the college's Library home page, and also database information is published in the Library Operation and General Information handout (Doc. 6.4).

The March 2002 survey indicates that more faculty and staff members believe that educational resources and media materials are not of sufficient quality (Doc. 6.5). Students, however, believe these resources are sufficient (Doc. 6.6). Based on informal conversations with college personnel, committee members believe that more updated educational resources and media materials would enhance instruction. For example,

additional computer workstations in the Library would enable more students to conduct library research at the same time.

The Learning Skills Computer Lab has 120 computers with a variety of instructional software and Internet access (Doc 6.1). Frequently, students have to wait in the hall for a computer to become available. In 1999, Learning Skills submitted a Block Grant proposal for an electronic classroom in C-106, but the project was not funded. In 2001 its Block Grant proposal to expand and improve tutoring by incorporating online tutoring and a small electronic classroom was approved. As developed, the new tutoring environment C-106 has sixteen computers to provide computerized tutoring and a small-group project area, but space is at a premium.

The recently developed Writing Center offers writing and reading courses that to a degree duplicate Learning Skills course offerings. Staff members from both areas are trying to work together to more clearly define their respective roles. Without a global college plan to address student access to campus computer labs, as well as remote access to information resources, students will not be able to fully utilize available learning and information resources.

Since the 1997 Accreditation Self-Study, CATT has added a limited amount of computer equipment in order to stay current with developments in the media industry. It is actively pursuing the replacement of analog equipment to digital in all areas of service to the campus. In 2001, it replaced the video editing and post-production system with a digital non-linear editing system, *Apple Final Cut Pro*. This system allows the college to provide video programming suitable and able to be broadcast on cable or network television. It also enables the college to use video over the World Wide Web and video can now be converted directly to CDs or to DVDs.

These changes have resulted in dramatic improvements to quality of production. In the area of photographic services, CATT converted to digital imaging in 1999, which allows the center to use photo images in the campus website or send images via email directly to the publishers of campus documents. Since 2000, the center has added several software programs, including *Flash*, *After Effects*, *Acrobat Reader*, *Photoshop 5.5*, *PageMaker*, *Illustrator*, and *Final Cut Pro 3*.

CATT has a wider array of technology than any other LACCD campus. However, when compared with nearby colleges outside of the district, it has glaring deficiencies including lack of sufficient space. For example, the television studio and video conferencing area has never been completed; the furniture, donated from other areas, needs to be replaced; the electrical circuits are inadequate; and the studio has no lighting grid or cyclorama. CATT has suggested that the Facilities Master Plan include consideration of the above deficiencies. CATT has also suggested that the Facilities Master Plan include at least one small classroom, each equipped with basic technology such as VCR/DVD, video monitors, overhead projectors, etc., for each building on campus.

Equity of access for faculty, staff, and students to important learning resources is a

critical factor in erasing the digital divide. Correcting these inadequacies is important to serving students and to providing equity of access. For example, a five-minute video showing differences between LATTC, Pasadena City College, and El Camino College documents that LATTC is does not competitive with the other colleges (Doc. 6.7).

Faculty and staff members who responded to the March 2002 Accreditation Survey had a tendency to disagree that information and learning resources technology are sufficient. Yet, most respondents agree that library and learning assistance facilities are sufficient. Recent national instructional developments support the use of fully wired classrooms, and the Educational Master Plan 2003 must embrace the concept of the smart classroom for information and learning resources of the college. However, the college has yet to develop the Technology Master Plan 2003, to support educational programs.

Planning Agenda

The college will provide remote access to library electronic databases.

The college should seek alternative funding to restructure media services.

The college will develop a Technology Master Plan, which focuses on all current and projected learning resource information needs and is integrated with its Educational Master Plan 2003 and Facilities Master Plan.

CATT shall offer regularly scheduled faculty and staff training in all relevant media service areas in coordination with college staff development activities.

The college will review the role of the Learning Skills and Writing Center programs to minimize the unnecessary duplication of information and learning resources in the areas of basic skills.

2. *Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.*

Descriptive Summary

Appropriate educational materials are selected by faculty and acquired in each learning resource area in accordance to need and usage. Organization and maintenance of materials vary with the learning resource area.

LATTC librarians select materials according to curricular needs, faculty requests, and a collection development policy. The Library encourages faculty members through memos, flyers in faculty mailboxes, and personal contact to submit reading lists and other recommendations to the Library. In responding to reference questions, librarians note deficiencies in the collection and select accordingly.

Prior to the Curriculum Committee approval a new course or program, the library chair and faculty member who developed the course review whether library resources are sufficient to support it. As new courses are developed and approved, materials are selected and acquired to support them, as the budget permits.

Learning Skills materials have been selected by faculty and support staff experienced in providing basic skills instruction and learning assistance, particularly in software applications. *PLATO* is the software used for most computer-assisted courses (Doc. 6.8). Major software additions occur after evaluation by department staff and subject specialists. Staff preview copies before final selection. Student requests are welcomed and evaluated by staff. Recent software additions, including *Page Maker*, *Front Page*, and *Photoshop*, occurred because of repeated requests. Faculty review of recent major changes in the GED test led to the temporary suspension of offering GED courses. In reviewing existing GED course content, it became evident that prerequisites would be appropriate. Faculty members are also considering new GED course software.

MIS focuses on all college technology issues. In relation to this, Staff Development and Media Services have provided some software and training workshops with assistance of knowledgeable personnel led by MIS staff. MIS has the responsibility for installing and maintaining equipment and it encourages areas to purchase three-year warranties. Currently, only the Visual Communication labs are covered by service contracts.

The Microcomputer Systems specialist and occasionally other MIS staff members, maintain the approximately 800 computers on the academic network, while the approximately 350 computers using the administrative network are maintained by the MIS department, which has a staff of six permanent full-time and two provisional full-time employees. The lab's Assistant Microcomputer Systems Specialist and the Instructional Assistant, Information Technology, maintain the Learning Skills Computer Lab equipment. *PLATO* software is covered by a software support agreement. An equipment technician maintains the audiovisual equipment of the college.

Self Evaluation

Library collection development is under the guidance of the acquisitions librarian, who is presently the library chair. The high cost of technical materials often prevents purchasing new editions. To help develop a balanced library collection, general library policy has been to coordinate faculty requests for materials in a manner that meets the instructional needs of the faculty and supports class assignments. Outdated materials should be eliminated on an ongoing basis as a routine process. Classroom faculty need to be more involved, as are the nursing faculty, in the weeding process. Classroom faculty members are invited to participate in selecting and in discarding obsolete materials.

While approximately 50 percent of faculty who responded to the 2002 Accreditation Survey agree that faculty are involved in the selection of materials that support their courses, only 11 percent of faculty respondents believe that library holdings are up-to-date. Sixty-three percent of administrators believe that faculty are involved in the

selection of materials, and 72 percent believe that library holdings are up-to-date.

This divergence of faculty versus administration responses to the survey may be a reflection of new administrative personnel to the campus. As stated earlier, a significant portion of the LATTC library collection is over twenty years old, resulting in outdated materials that do not sufficiently support library research and the curriculum. Working collaboratively with faculty and other advisory representatives would increase library awareness of instructional needs, enhance collection development, and provide input for improved library services.

Since the last accreditation, the library faculty members have attempted to establish a Library Teaching Lab for library instruction that would include database demonstration and searching methods as well as Internet research methods. Attempts by the library to establish the lab have been unsuccessful. One of the library's objectives is to improve its role in orienting students to resources and teaching them to use information technology for library research. Although the library has created an informal area for instruction and database demonstration near the reference desk, the library has too few computer workstations available for student's library research needs. The campus funding basis does not support wiring for new computer workstations in the library at this time.

Electronic resources are evaluated on a trial basis before subscribing to them. Selecting, acquiring, organizing, and maintaining library materials (print and electronic) is a time-consuming process. To help address this need, the library department has for the last five years, requested an additional librarian position. In 2001-2002 its request was number three on the new faculty hiring priority list.

Most Learning Skills instructional software are networked and organized to provide easy student access and good usage documentation. *PLATO's* management information system enables learning skills staff to maintain appropriate student use data and generate several types of student progress reports (Doc. 6.9). The Learning Skills Computer Lab conducts a user satisfaction survey every semester, and results indicate the vast majority of users are very satisfied with services and materials. Recent software and specialized equipment purchases, including a scanner and laminator support the philosophy of the department to help students meet course assignments. Another example is the purchase of the Kurzweil software, made at the request of the DSPS director, to comply with Americans with Disabilities Act (ADA) requirements.

CATT has multimedia equipment based on budget availability, which is operated and maintained by a staff of five (one certificated and four classified technical staff). Faculty requests, utilization tracking, and informal surveys enable appropriate materials and equipment to be selected and acquired as the budget permits.

The college has just refurbished and equipped the two LRC media theaters with Partnership for Excellence grants, which has enhanced instructional delivery. The theaters (L-110 and L-107) now have complete digital capabilities, e.g. CD and DVD, and can each accommodate up to eighty-five students. Instructors can teach directly using

the Internet or other visual media such as *PowerPoint* software. Additionally, the theaters have newly-installed digital surround sound, AMX controller systems for the lights and all equipment housed therein. Both theaters have the capability to receive digital and analog satellite transmissions, and L-110 has terrestrial videoconferencing. Both rooms have equipment for telephonic audio conferencing and are booked most hours of operation. Faculty, students, and staff may reserve these theaters. Overlapping training services between CATT and Staff Development currently exist, as types of training in various technologies are not completely coordinated for faculty and staff.

It is assumed that the Educational Master Plan 2003, or the Technology Master Plan 2003, will address the integration and support of these issues.

Planning Agenda

The Library and classroom faculty shall collaborate to review and weed library materials and information resources, which are no longer relevant to educational programs and recommend new titles for possible purchase.

The college shall develop a multipurpose teaching lab that can be used to teach library skills.

The college shall develop a Technology Master Plan, which integrates with the Educational Master Plan 2003 and the Facilities Master Plan, to address current and projected information and learning resources needs.

It is recommended that the Library work in conjunction with faculty, campus and community entities to reestablish the library advisory committee to enhance library awareness, collection development and improved services to students and faculty.

3. *Information and learning resources are readily accessible to students, faculty, and administrators.*

Descriptive Summary

Each information and learning facility is readily accessible to students, faculty, staff, and administrators over a variety of hours. The hours of operation for each of the major facilities are well advertised and clearly posted.

Staff are on duty during all hours of operation. For example, the Library's reference desk is routinely staffed with professional librarians to help students obtain information and fulfill their research needs. Librarians conduct orientation tours and bibliographic instruction upon the request of faculty members. Information sheets, such as suggested topics lists and résumé format, are available upon request. Also, the Learning Skills Center Computer Lab is staffed with instructors, support staff, and student lab assistants/tutors during all hours of operation.

Spring 2002 Hours

FACILITY	DAY	TIME
Library (Bldg-L)	M-Th F Summer M-Th	8:00 a.m.- 8:00 p.m. 8:00 a.m.- 1:00 p.m. 8:00 a.m.- 2:00 p.m.
The Learning Skills Computer Lab (Bldg-C)	M-Th F Sat Summer M-F	8:00 a.m.-9:00 p.m. 8:00 a.m.-3:00 p.m. 9:00 a.m.-4:00 p.m. Times vary
CATT (Bldg-L)	M-F Sat and Sun	7:00 a.m.- 4:30 p.m. Prior arrangement
Staff Development Lab (Bldg-L)	M & W T Th	11:00 a.m. -1:00 p.m. 4:00 p.m.- 6:00 p.m. 1:00 p.m.- 2:00 p.m. 3:00 p.m.- 5:00 p.m. 12:00 noon-1:00 p.m. 2:00 p.m.- 4:00 p.m.
Instructional Resources Lab (Bldg-L)	M-Th F	8:00 a.m. 4:30 p.m. 8:00 a.m. -1:00 p.m.
The Writing Center (Bldg- C)	M- W Th F Sat	9:00 a.m.- 6:00 p.m. 9:00 a.m.- 5:00 p.m. 9:00 a.m.- 1:00 p.m. 10:00 a.m.- 2:00 p.m.
MAC Lab (Bldg-E)	M-Th F Sat	8:00 a.m.-. 9:00 p.m. 8:00 a.m.- 3:30 p.m. 9:00 a.m.- 12:00 noon
Other campus labs	During class hours	Vary

Self Evaluation

The Library's hours of operation are adequate, although Saturday hours are minimal due to lack of funds. The Library served over 5,000 students during 2000-2001 and circulated over 2700 items. The Library does not maintain usage records for reserve materials.

The Learning Skills Computer Lab is open and readily accessible to students, as the hours are convenient for use during both day and evening. It is open for operation more hours than any other campus lab, providing a dependable lab for students enrolled in learning skills classes as well as other campus classes to complete their course assignments. It is the only lab, however, that charges a user fee for students who are not enrolled in any of its courses, including students who are on financial aid. This fee was implemented when the lab first opened in 1998 to ensure money to replace supplies. Staff members have discussed the pros and cons of maintaining this fee.

CATT is open and accessible to faculty and students. The hours are convenient during the day. However, there is no staffing during evening and weekend instructional hours, but services are available with prior arrangement.

The Staff Development Lab is open Monday and Wednesday from 1:00 p.m. to 2:00 p.m., and 4:00 p.m. to 6:00 p.m.; Tuesday from 1:00 p.m. to 2:00 p.m. and 3:00 p.m. to 5:00 p.m. and Thursday from 12:00 p.m. to 1:00 p.m., and 2:00 p.m. to 4:00 p.m. Respondents to the Accreditation Survey of March 2002 indicate that accessibility is adequate, but more staff is needed.

There are potential challenges. For example, the college encourages students to obtain email accounts, but access has been a challenge. The Learning Skills Computer lab offers more hours of operation than any other campus computer lab, but it is open only to enrolled students who are in one of its courses, including the general Internet access course described earlier. Also, as the college increases its distance learning offerings, access to more computers for more hours per week can be anticipated for students who do not have personal computers.

Planning Agenda

The college will continue to encourage all departments to develop electronic classroom learning environments as an alternative instructional mode.

As the college develops new labs or expands existing computer labs, provision shall be made to allow student access throughout the year.

CATT needs to develop staffing schedule to enable faculty to access equipment and services, especially for evening faculty.

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

Descriptive Summary

Each learning resource area has qualified staffing specific to that area. The district sets the requirements and skills for job categories.

The Library's professional staff consists of 2.6 FTE librarians. Since the last Accreditation Self-Study, hours for hourly librarians have increased from sixteen to an average of thirty-four hours per week: eighteen day hours and sixteen evening hours. These are augmented by thirty hours per week from student workers. Library faculty provide the library reference services and conduct all bibliographic instruction and library orientations.

The Learning Skills Center has several personnel classifications. One director, who is a faculty member, supervises the program. In any given semester, there are approximately

30 to 40 staff members including permanent and temporary faculty and student employees. Two full-time instructors, with one instructor on a reduced load, are regular faculty members. An additional person was hired in spring 2002 on a full-time, limited assignment to teach through the end of the fall 2002 semester. At least one instructor is on duty during hours of operation.

Part-time instructors who have varied academic and professional experiences teach most courses. During spring 2001 and spring 2002, an hourly counselor, hired with SFP funds, provided additional services to students taking learning skills courses. Support staff members include one instructional assistance in language arts, who is responsible for the tutoring program, one instructional assistant in information technology, a position which was vacant for over two years and filled in January 2002, one assistant microcomputer systems specialist (a position funded in FY 2000-01), and one office assistant hired, a new position, plus a library technician who supervises the Instructional Resources Lab. Learning Skills also employs many tutors, lab assistants, and other student employees. During the 2001-2002 academic year, an average of thirty students were employed.

CATT has one certificated director plus support staff of one senior graphic designer, one instructional media specialist-technical services, one photographer/digital image specialist who is assigned as a graphic designer, and one electronics technician who is responsible for campus distribution of media equipment and maintenance. In addition, a halftime volunteer assists with the flow of projects and requests through the office, such as logging in malfunctioning equipment and delivering completed jobs, and assists with receptionist services such as answering phones and taking messages.

Staffing for the Staff Development Lab has fluctuated since its creation in the late 1990s. Currently, two faculty members on release time, plan and coordinate staff development activities. (For more information about the Staff Development Lab see Standard Seven.)

As currently constituted, the Mac lab hourly adjunct faculty and part-time student employees have technology backgrounds supportive of software offered in the lab.

Self Evaluation

Respondents to the Faculty/Staff/Administrator Accreditation Survey believe that there is enough staff to support learning resources, yet over seventy percent believe that the library does not have enough staff to provide adequate library services.

The Library operates at a staffing level well below the standards set by the American Library Association (ALA) and Association of College and Research Libraries (ACRL). The Board of Trustees states, "Since the community college is not considered to be a research institution, the ACRL standards are not deemed applicable" (Doc. 6.10). Title 5, sections 57030 and 58732, outline the space, staff, and materials specifications for California Community Colleges.

Learning Skills surveys students every semester to improve services. The vast majority of student respondents are satisfied with services and would recommend the program to

friends. Personnel confer on a regular basis to discuss possible software upgrades and purchases. The instructional assistants and assistant microcomputer systems specialist are very familiar with courses software and notify faculty members of particular enhancements and peculiarities. They work with instructors to have them better understand *PLATO's* MIS parameters. Staff development activities also improve personnel competencies.

The tutoring coordinator directly supervises the tutors and interfaces with students seeking to be tutored. In addition, the director meets with all student employees periodically to review policies and address questions. Tutors are proficient as demonstrated by successful completion of courses in their areas and then trained in tutorial skills. The department has used a video series for several years to supplement its tutor-training program. This series is somewhat dated, but the information is still valid. Staff members hope to purchase additional training materials during the upcoming academic year. During the 2000-2001 academic year, the department purchased an online tutoring program, but the order was canceled when the company went out of business.

The Instructional Resources Lab is supervised by a library technician. The technician works closely with the Developmental Communication instructors to ensure that lab users have easy access to appropriate materials. In addition, the technician works with faculty from a variety of departments who want to place audio-visual materials on reserve for students. Many of the reading booklets are old and have been repaired, but are still useful. Video titles need to be evaluated for possible discarding.

Since the last Accreditation Self-Study, MIS has undergone several personnel changes and reorganizations. These staffing changes and reorganizations have resulted in fluctuations for computer support and in poor campus communication about technical support for hardware and software training. Increased staffing is also desirable in computer areas to allow greater, more efficient use of the equipment and technology for academic development and use. Faculty will play a key role as they develop new ideas and curriculum that integrate new technological tools into their teaching environments. (See Standard Seven for more information about faculty and staff.)

CATT's certificated and technical staff often provide services out of their immediate working area, and sometimes are unavailable to receive requests and telephone calls. The new telephone system improves telephone access and provides message center capability. Better service could be offered to faculty, staff, and students needing help on a drop-in basis if CATT had a secretary during peak hours, when staff are most likely to be on campus assignments. In addition, it is understaffed to meet the increased need for instructional technology training in media resources and web-based design. Between staff development and CATT staff, some training in electronic technologies is provided due to the inadequate MIS staffing level. CATT is below minimums described in the California Education Code, Title 5 (Doc 6.11) and also below minimum staffing levels described in AECT/ACRL Standards for Community and Technical Colleges (Doc 6.12).

Planning Agenda

The college will budget for extended weekend information and training services.

The information and learning resources personnel shall offer staff development activities during the evening for all faculty and staff.

The college shall integrate learning resources staffing plans in its Educational, Technology, and Facilities master plans.

The college shall increase staff in the MIS area to facilitate faculty and staff training and equipment and software installation and maintenance on an ongoing and regular basis.

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

Descriptive Summary

As a multi-campus district, funds are distributed by the district through a funding allocation formulation. The district and the Board of Trustees have determined that sufficient and consistent funding for information and learning resources "is a resource allocation responsibility of the college." The board relies upon the representatives of the colleges and District Budget Committee to determine allocation priorities.

The campus provides funding for the various areas in a process described in Standard Nine. In brief, the college's financial support for staffing and supplies in each area is provided by the appropriate program budget. The Library receives only \$48,626 in general funds for books, periodicals, electronic resources, equipment, security, or maintenance contracts from the college. With the exception of a limited supply budget, the Library is totally dependent on special state funds for its purchases. CATT has a modest supply budget, but the allocation is below minimums described in the state program-based funding formula.

College equipment in most areas is generally obtained from the State Instructional Equipment and Library Materials Fund (Block Grant), Partnership for Excellence (PFE), and the Technology and Telecommunications Infrastructure Program (TTIP). In recent years, the library, CATT, Learning Skills, Mac, and other departmental labs have received grants from these various sources.

Since the inception of the TTIP program, it has supported the Staff Development program with funds for release faculty time and technology activities. (See Standard Seven for more information about Staff Development.)

The learning resource facilities have various security systems. An alarm security system monitors the Learning Skills Computer Lab and the Writing Center. Other labs have no security systems. The Library uses the *Check Point* Security System. All books are tagged with security strips and a detection gate is in place at the main public entrance/exit

of the LRC. Staff at the Circulation Desk monitors this system. If the alarm sounds in the absence of staff, there is no means to respond. Additionally, the library has emergency exits at both the east and west sides of the LRC. Neither of these exits have detection gates which are integrated into the Check Point Security System.

In addition to the equipment supporting the resources in the information and learning labs on campus, the college has made a commitment to place networked computers for information and learning resources in every department office to provide easy access to all faculty members. As of March 2002, most faculty members are without a computer on their desk. Also, respondents to the 2002 Faculty/Staff/Administrator Accreditation Survey do not believe that computers and software on campus are up-to-date, or that computers and software are upgraded in a timely manner and most faculty members do not have easy access to the campus email system. Remote access to the campus email system has recently been implemented.

The current MIS staffing profile includes only one senior microcomputer systems specialist and one microcomputer systems specialist, in addition to five other technical support staff. In conjunction with MIS, the Plant Facility staff are responsible for infrastructure power and wiring. As a result, the process for requesting service and repair may require both MIS and Plant Facility personnel to address the request. In addition to the overall MIS and Plant Facility staff, MIS has only been able to assign one full-time person to maintain the academic labs. Other assistance is provided, as MIS staff allows.

Self Evaluation

In the past several years, with the limited funding received from the district, most replacement and improvement of the equipment in the various resource areas have come from State Instructional Equipment Block Grant, PFE, TTIP, or other SFP funds. These funds are used for many campus programs, departments, and equipment items, as well as learning resources. These types of funding sources are frequently not consistent and not sufficient. For example, the library uses the *Check Point* Security System with books tagged with security strips and one detection gate in place at a single exit point. Yet, this system is only partially effective due to the need for staff to monitor the single detection gate and the absence of any other detection gates at the other emergency exits. Failure to provide adequate funding for a complete security system affects the library's ability to monitor and retain current titles.

The college has made incremental improvements in its information and learning resources. However, without integrated Educational, Facilities and Technology master plans, the college cannot plan and provide sufficient and consistent financial resources for effective maintenance, security, and improvements of its information and learning resources.

Planning Agenda

The college will provide all faculty and staff members access to email and

networked computers at their office desk.

The college shall develop integrated Educational, Facility and Technology Master Plans to guide the college in providing consistent and sufficient financial resources for its information and learning resources.

The college will develop regular and/or alternative funding to support the information and learning resources areas and responsibilities.

The college MIS unit shall provide balanced personnel support for both academic programs and administrative needs.

6. *When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.*

Descriptive Summary

During the past two years, state funding has enabled the college to enter into an agreement with California Virtual College (CVC) for distance learning support and with the CSU system to provide Internet access via a T-1 line, which allows video conferencing. There is an agreement with the other eight district libraries for inter-library loans for our students and faculty.

Self Evaluation

Videoconferencing has been a positive new campus resource, allowing the college to access events and activities to which had no prior access.

The interlibrary loan system among district colleges exists because of staff cooperation between sites, but it is cumbersome. In its original formation, CVC did not charge any fees to colleges accessing their services. However, starting in fiscal year 2002-2003, the CVC is charging user colleges a “per seat fee” to offer and support distance learning courses. This new fee may adversely affect the college’s offerings in regards to distant education courses. (See Standard Four for additional information about CVC.)

Planning Agenda

No future planning is required.

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

Descriptive Summary

Evaluation of the adequacy, effectiveness, and planning for necessary changes varies with each resource area. Evaluation of the many learning resource areas is addressed in student and/or faculty and staff surveys administered informally by respective labs that allow each area to identify needed improvements.

The librarians routinely observe and record student research needs (Doc. 6.13). New available library technologies are evaluated by the librarians to determine if they could be used to increase the adequacy and effectiveness of the resources available to students. As new courses are proposed through the curriculum process, the chair of library services assesses the adequacy of library resources available for each course.

The Learning Skills Center personnel evaluate its courses, services, and tutorial programs through a user survey every semester. Staff members regularly evaluate the need for software upgrades and equipment replacement.

CATT tracks utilization of equipment and services by faculty and students through monitoring its requests for equipment and services. In the fall of 2001, an informal survey of faculty was used to identify projected uses in technologies.

The Mac lab relies on user demand, preference and software relevancy and obsolescence to evaluate adequacy and to make appropriate changes.

The Staff Development Lab uses feedback from Staff Development questionnaires on workshops and individual activities as part of the evaluation process (Doc. 6.14).

The Learning Skills department Program Review of 1998 mentions plans for a Writing Center. The newly created Writing Center has not yet conducted a formal evaluation.

Other campus information and learning resources areas periodically evaluate their services, for example, the 1998 Program Review reports for CIS and CAOT.

Self Evaluation

Through the various periodic student/staff/professional development surveys and the continuous tracking processes conducted by the learning resource areas, these areas are able to obtain information about the adequacy and effectiveness of their resources and services. For example, a review of various informal college surveys reflects that the college lacks rooms that could be used for lecture, labs, demonstration, or interactive computer teleconferencing, e.g. smart classrooms, which could be reserved by anyone on campus.

The major challenge is applying such information into operations and integrating the ideas into the college's developing long range Educational, Facilities and Technology master plans. In the absence of the master plans, short-term improvements tend to be

disjointed due to the lack of established long-range plans.

The college has recently initiated a new program review process and has identified a planning component as part of their overall process. All information and learning resource areas will participate in this process within the next five years.

Planning Agenda

The college will incorporate in its Educational, Facilities and Technology master plans, a variety of physical environments incorporating access to information and learning resources that enhance student learning.

The college shall develop an annual survey of all information and learning resource areas as to their adequacy and effectiveness of their services and their resources.

Standard Six: Information and Learning Resources Documents List

- 6.1 Listing of major information and learning resource computer labs on campus.
- 6.2 LATTC Library collection of books and periodical subscriptions, electronic and ten public access computers.
- 6.3 Community college libraries volumes requirement per each FTE student.
- 6.4 Library Operation and General Information handout.
- 6.5 March 2002 Faculty/Staff/Administrators Survey
- 6.6 Student Survey.
- 6.7 Community Colleges resources comparison video.
- 6.8 *PLATO* software.
- 6.9 *PLATO's* management information system.
- 6.10 District Board of Trustees statement regarding community college libraries and ACRL standards.
- 6.11 Title 5, sections 57030 and 58732, outlining space, staff, and materials specifications for California Community Colleges.
- 6.12 ATT and California Education Code, Title 5 standards.
- 6.13 Minimum staffing levels as described in AECT/ACRL Standards for community and technical colleges.
- 6.14 Library record of student research needs.
- 6.15 Staff Development Lab workshop and activities evaluation questionnaires.