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.

Descriptive Summary

Santa Ana College provides many academic support services, including the library, the Learning Center, the Math Center, the Academic Computing Center, and the School of Continuing Education learning centers. Each of the academic support service units engages in dialogue and conducts program review to ensure the educational equipment and materials are appropriate and supportive of student learning.

Library

The Nealley Library ([IIC-1](#)), centrally located on the first level of the L-Building, has provided quality library and information services to Santa Ana College students, staff, faculty, and community members since 1958 ([IIC-2](#)). This heavily used 24,579 assignable square-foot library facility is currently able to accommodate 477 students in individual study carrels, at tables with seating for four, at individual PC stations, in four group study rooms, or in a mediated lab used for library instruction ([IIC-3](#) and [IIC-4](#)).

The library supports the curricular needs of traditional on-campus students and continuing education students from the School of Continuing Education (SCE), as well as distance education (DE) students. Remote access to library resources is available twenty-four hours a day, seven days a week. ([IIC-5](#))

The most recent *Nealley Library Annual Statistical Report* ([IIC-6](#)) covering four fiscal years from 2009-10 to 2012-13 is a comprehensive study quantifying library usage and documenting most of the library services provided to students and staff. The following table, *Nealley Library Use Statistics, 2009-2013,* is an abbreviated overview of library usage from June 2009 to June 2013.

Table 44. Nealley Library Use Statistics, 2009-2013

Fiscal Year = July through the following June	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Gate Count	**464,395**	**442,328**	**469,305**	**390,393**
Total Circulation	**94,965**	**83,173**	**80,527**	**69,315**
• **Books**	**13,792**	**12,186**	**10,724**	**7,891**
• **Course reserve materials**	**45,232**	**37,457**	**33,488**	**26.461**
• **In-house use (materials read/used in library and found on tables or shelves)**	**9,832**	**8,633**	**6,972**	**4,902**
• Audiovisual **materials**	**1,272**	**1,110**	**710**	**646**
Periodical database sessions conducted	**40,421**	**43,129**	**56,948**	**798,282**
• Periodical **database searches**	**273,371**	**272,964**	**276,191**	**3,193,317***
• Periodical **database abstract searches**	**152,168**	**65,892**	**73,465**	**100,808**
• Periodical **database full-text retrieved**	**82,003**	**67,489**	**69,839**	**72,407**
Periodicals borrowed	**3,640**	**2,950**	**2,537**	**2,265**
Laptops borrowed	**15,994**	**16,051**	**19,105**	**18,529**
Group study room use # of students:	**8,592**	**8,932**	**10,169**	**10,197**
Group study room use # of groups:	**2,379**	**2,580**	**2,821**	**2,898**
Interlibrary loans # of items borrowed;	**94**	**55**	**52**	**46**
# of items lent:	**82**	**74**	**52**	**59**

* During 2012-2013 the Library implemented the EBSCO Discovery Service (EDS). Single searches conducted in EDS result in multiple
databases being searched. This explains the increased number of total periodical database searches during 2012-2013.

Learning Center

The Learning Center (IIA-58), located in Dunlap Hall D-301 and D-307*, offers a wide selection of resources providing students with skills and strategies to promote their academic success. Services include supplemental learning Directed Learning Activities (DLA's), conferencing/tutoring, computer-aided instruction, and workshops in a variety of subjects including writing, study skills, reading, modern languages, accounting, math, biology, anthropology, sociology, political science, medical assisting, and engineering. All services are free to SAC students. Class orientations can be arranged for the first week of each semester.

The Learning Center is staffed with instructors, trained tutors, and learning assistants (IIC-7). SAC students from any discipline can come to the Learning Center for assistance in reading and understanding their textbooks; taking notes; writing essays, research papers or personal statements; preparing oral and group presentations; and improving their grammar, vocabulary, or reading speed. In fall 2013, the Learning Center assisted 10,235 students in 19 different disciplines (IIC-8).

In addition, in fall 2013, the Learning Center also provided a variety of workshops for students and professional development workshops for faculty (IIC-9).

To support academic support services initiatives and amplify the work of the Learning Center, a Faculty Inquiry Group (FIG) was approved for BSI funding spring 2014. The faculty in this FIG will work to streamline college-wide procedures for tutor training (IIC-10 and IIC-11).

*Note: Although the Learning Center is permanently housed in Dunlap Hall, during the renovation of Dunlap Hall commencing summer 2014, the Learning Center will be in Johnson Center U-202.

Math Center

The Santa Ana College Math Center (IIC-12) is a large multi-service site directly above Nealley Library. Any current SAC student can use the Math Center. Students enrolled in a math course are automatically enrolled in the Center. The Center provides 19 tables for study groups, drop-in tutoring, directed learning activities (DLA's), and study sessions (IIC-13). It has 50 computers, equipped with web-browsers, math videos, and statistics programs for work on mathematics classes.

The Center also conducts over 40 workshops per week in courses ranging from pre-algebra to multi-variable calculus, and statistics. In addition, the Math Center offers pre-semester programs to prepare students for Science, Technology, Engineering and Math (STEM) curriculum and also to help accelerate students through their basic skills courses and prepare them for placement tests.

The Math Center is committed to improving abilities of all students, regardless of their current ability levels or the courses that they are taking which require math. The Center is widely used (Table 45. Math Center Usage Statistics) and is one of the highest rated student services sites on campus with an 89 percent rating of either "excellent" or "good" (IB-64).

Table 45. Math Center Usage Statistics

	Fall 2010	**Fall 2011**	**Fall 2012**	**Fall 2013**
Student Counts				
General	NA	972	1,372	1,653
DLA	505	854	927	948
Workshop	NA	79	184	386
Hourly Usage				
General	NA	11365	17,	25,434
DLA	6,212	10906	12,	12,869
Wokshop	NA	417	893	2,591

Academic Computing Center (ACC)

The ACC (IIC-14) is a 3,500 square-foot, general-purpose instructional computing facility that provides equipment, software, and instructional help to meet the academic technology needs of students and staff of RSCCD. All are welcome and encouraged to use the facility. A variety of software applications, such as IBM compatible/Macintosh computers; black and white/color printers; scanners; web-cams; wireless connectivity; and Internet access are available and facilitate increased student success.

School of Continuing Education Centers (SCE)

The SCE (IIB-40) has one Community Learning Center (CLC) at Centennial Education Center (CEC). This center offers individualized civic-oriented instruction; computer-assisted language learning; basic computer and technology literacy; citizenship; and general English as a Second Language (ESL) instruction that supplements the core ESL

curriculum for students enrolled in the SAC SCE ([IIB-47](#)). Student work is self- paced, the content of which is guided by ESL level, semester goals, and individual student needs and interests. A variety of software programs, language acquisition technologies, and other ESL level appropriate books are available for use as well as individualized lesson packets for beginning and intermediate level learners.

Self Evaluation

Santa Ana College meets this standard. The library and other learning support services consistently receive high marks in the annual RSCCD Research Department findings. Respondents agree that the library and other learning support services provide sufficient services to support student learning.

Library

Over time the library has received consistent high marks from graduates ([IIA-19](#) and [IIC-15](#)), students ([IIC-16](#)), and faculty ([IIC-17](#)), and in 2013, the library received the highest rating of all SAC programs and services, with 89 percent of students rating the library "excellent" or "good" ([IB-64](#)).

Space limitations, however, continue to pose constraints on the library. In the last two Self Study assessments ([IIC-18](#), p.6-3 and [IIC-19](#), p.IIC-4), the library documented that it faced "significant physical limitations. When compared to the square footage of community colleges in Southern California, the library's current space allotment of the L Building does not allow for any growth to provide additional classrooms, small-group study rooms, staff, or additional student study space" ([IIC-19](#), p. II.C-4).

A comparison of peer libraries as an assessment of minimum standards for community college libraries is recommended by the Association of College and Research Libraries (ACRL, [IIC-20](#)). In the past decade, several Orange County community college libraries have opened new state-of-the-art facilities (see table below). When compared to these, Nealley Library is the oldest facility and lacks the square footage to meet the learning needs of the students.

Table 46. Community College Library Facilities - Points of Comparison

	SAC	SCC	OCC	Golden West	Cypress	Fullerton	Irvine Valley
FTES*	17,475	7,852	16,623	9,608	12,008	16,882	8,827
Year built/open	1958	2006	2007	2011	2005	2005	1997
Assignable square footage (ASF)	24,579	40,000	88,777	28,945	40,000	46,939	35,000
Dedicated Classrooms (DC)	1	1	2 (1 lab/1 classroom)	1	1	1	1
DC Seating	29	36	39/56	55	40	31/ 2 ADA	22
DC Computers	27/ 1 ADA	36	39/0	55	35	31/ 2 ADA	22
DC Mediated	Yes	Yes	Yes	Yes	Yes	Yes	No
Group Study Rooms (GSR)	4**	13	10	10 Library 7 Tutoring	8	13	5
GSR Seating	32	56	64	130	40	54	35

*FTES obtained from the California Community Colleges Chancellor's Office Data Mart representing the 2012-13 Annual Credit FTES (IIC-21).
**Three of the four Group Study Rooms were created by eliminating staff offices.

Library space has been frequently reconfigured to accommodate new technology, maximize seating, and minimize the inevitable noise of an over-crowded facility. Nevertheless, the facility does not provide sufficient seating for a student population of 18,164 (IIC-22). There is also a critical need for additional group study rooms to allow for an environment where students can work together, team teach, and participate in peer learning activities. Small group study rooms are in great demand; the four existing study rooms are insufficient to meet the needs, and students have been turned away when all rooms are booked. *Santa Ana College* Student Satisfaction Survey, October 2013 (IB-64) respondents commented on the library facility:

> "We do need to expand the facility. More study rooms are needed."
> "…funding should be used in areas where students spend the most time on campus. These areas include the Library, the cafeteria area, and The Spot. Revamp these places…".

Learning Center

Before fall 2013, there was no place for all students to get help with reading and writing assignments. The Writing Center was only open to those students enrolled in English N60, English 061, and EMLS (English for Multilingual Students) 112, due to curriculum revisions to these courses at Santiago Canyon College and the fact that the two colleges were committed to a common curriculum/course outline of record.

Because RSCCD is a multi-college district, the policy initially was to maintain a common curriculum. As both colleges evolved, the policy has been relaxed, and therefore both colleges have been able to develop in ways that serve students' unique needs. The Tutoring Center was limited in the number of students and the number of disciplines it could serve. Over the years, program review analyses have revealed the need for a campus-wide learning center. The Teaching Learning Committee, the committee responsible for aggregating the themes borne of the capstone program reviewed

documents, conducted discussion among the interdisciplinary committee representatives and reported the need for a centralized Learning Center (IA-36). In addition, when surveyed, faculty have demonstrated a desire for a full service learning center that could help students from all disciplines (IIC-23). To that end, SAC's Basic Skills Coordinator arranged for a team from Chaffey College to assess SAC's learning centers. The recommendations from their report were the impetus to apply for a Title V grant to develop a full-scale learning center, but, unfortunately the grant proposal was denied (IIC-24), and because of budget cuts, there was no money to move forward.

In fall 2011, SAC hired a new Vice President of Academic Affairs, and one of her goals was to reconfigure the existing labs (The Reading Center, the ESL Lab, the Modern Languages Lab, the Writing Center, and the Tutorial Learning Center) into one Learning Center that would offer assistance to not only the students who used the former labs, but to all students. She directed the Dean of Humanities and Social Sciences to establish a Learning Center Work Group to develop a plan for the new Learning Center. This group began meeting in fall 2012 (IIC-25), and the new Learning Center opened in fall 2013.

The Learning Center offers individual tutoring, DLA's, and workshops. The DLA's are tied to specific Student Learning Outcomes (SLO's) for individual courses, and each instructor is able to assess his/her students' progress (IIC-26).

DE students can also access the Center's staff via email or by phone during regular hours of operation.

Math Center

The Math Center currently is one of the highest rated services at Santa Ana College (IB-64). In the Math Center's Student Satisfaction Survey, students identified several areas of need for improvement in the Math Center *(*IIC-70). These areas included:

- o Increasing the amount of space allocated to STEM students and activities
- o Increasing the number of tutors who can tutor advanced mathematics
- o Increasing the number of tutors who can tutor statistics
- o Improving tutor communication skills
- o Increasing the frequency of workshops offered to working students at working student hours

Three of the areas students identified as needing improvement relate to tutors. In addition, the Chaffey College report (IIC-24) recommended a college-wide tutor and instructional assistant training program, and according to the state Basic Skills Initiative (IIC-27), such a program is a best practice for effective instructional service centers.

Unfortunately, budget cuts led to the elimination of all student tutors in the Math Center in 2008. SAC's BSI Strand A Committee and the Student Success Committee (IIC-28 and IIC-29) recommend that the funds for tutors in the Math Center be institutionalized from the general fund.

The Math Center is currently operating well, but there is a need for greater integration with the other instructional service resources to address common concerns and evaluate the overall efficacy of all of SAC's resources (IIC-24). For example, the tracking system

that is used by the learning centers is limited in its reporting abilities and in the manner in which it collects data. In addition, a replacement plan for all hardware in the Math Center is needed.

Academic Computing Center

ACC is currently able to accommodate a total of 76 students and six faculty/staff at any given time. Sixty PC's and 16 MAC's are available for student use. Faculty and staff have access to an additional six PCs. These computers are sufficient to serve our college community needs (IIC-30). Five hundred and sixty-four respondents of the Santa Ana College Student Satisfaction Survey of October 2013 rated ACC as the second highest rated student service of the college (IB-64).

An ongoing concern for the ACC is funding. Current funding for equipment and software is not sufficient to upgrade new versions of software. For example, new software that is used by instruction will not run on the older operating systems. Also, PC and Mac computers must be upgraded to handle the new operating systems, Windows 7 or 8.

School of Continuing Education Centers

In July 2013, SCE was granted money for updated programs and supplies: two new comprehensive computer ESL language supporting programs, eight new laptops, new reading books with audio, and an online weekly ESL student-oriented newspaper (IIC-31). SAC supports the quality of its instructional programs as evidenced by the number and variety of learning support services that are available. The CLC enhances educational offerings of continuing education students at CEC. The SCE ESL department has provided extra work hours for the CLC instructors to update computer literacy lessons and to grade 400 students. A department coordinator also provides support to the part-time faculty in CLC for IT assistance and purchasing materials.

Actionable Improvement Plan

After documented analysis through program review, the library and other learning support services will submit their Resource Allocation Requests (RAR's) for an increase in space, resources, services, and staff to optimize services to students (IIC-32, IIC-33, and IIC-34).

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

Library

Adhering to the Santa Ana College Mission Statement (IA-1), the Nealley Library Mission Statement (IIC-1), the Nealley Library Collection Development Policy (IIC-35), and Goal A of the Nealley Library Goals/Activities for Year 2013-2014 (IIC-36), the

library provides information and access services that support the curriculum and meet the information needs of the SAC community.

In order to understand and better meet the curricular needs of students, SAC librarians and staff play an active role in all aspects of participatory governance and college life. The library is well represented through librarian and library staff participation on voluntary and elected committees, councils, and executive boards such as the Academic Senate; Curriculum and Instruction Council (CIC); Santa Ana College Technology Advisory Committee (SACTAC); Teaching Learning Committee (TLC); Facilities Committee; and Web Committee (IIC-36, Appendix).

Since 2009 the library has played an integral role in sponsoring the annual Book of the Year (BOTY) program (IIC-37). One faculty librarian coordinates with the TLC to develop, market, and orchestrate college-wide activities, including featured speakers, films, and student competitions (IIC-38). Every year the library acquires numerous copies of the current BOTY for student use and works closely with academic departments and faculty to promote and support coursework featuring the year's book and its themes.

Participatory governance participation gives the library a voice and a presence on college committees and councils. This presence guarantees that the library contributes to and is always informed of college and district issues. District, college, and library-related issues are shared and discussed in regularly scheduled librarian meetings (IIC-39). During departmental meetings, librarians review existing library services and work collaboratively to seek ideas and find creative solutions for expanded services. Librarians' meeting agendas (IIC-40) set the tone for these brainstorming sessions, in which librarians consistently address library policy, procedures, technology, equipment, materials, reference desk assistance, library workshops, budget, staffing, and services as they relate to the academic success and needs of SAC students (IIC-41).

Librarian faculty frequently dialogue with classroom faculty. Librarians serve as division liaisons and work closely with individual academic divisions, departments, and faculty (IIC-42). This interaction includes, but is not solely limited to, informing faculty of library services and new library developments; soliciting and receiving reserve materials, as well as suggestions for library material selections; assisting with specific CTE program accreditation needs; collaborating with the development of classroom assignments; coordinating library instruction workshops for classes; conducting customized library instruction classes; and assisting faculty with research.

The primary focus of the library's collection development is to support the general education and CTE college curriculum by supplying the resources necessary for students to conduct research, complete class assignments, and enhance the development of basic skills. The curriculum, faculty input, course assignments, and reference desk interactions with students, coupled with statistical analysis of materials holdings and circulation figures, drive the selection of library materials.

In addition to books, e-books, and periodicals, the library offers audiovisual materials that complement print resources. Following state and federal ADA guidelines, the library provides DVD's and videos that are closed captioned. There is no budget line for the

purchase of audiovisual materials; these items are currently acquired with monies allotted to the library supplies account.

Periodical databases provide access to resources that support the college curriculum and add substantially to the breadth and depth of the library by augmenting and updating the book collection. Through the coordinated efforts of the Community College League of California (CCLC, IIC-43) and the Council of Chief Librarians of California Community Colleges (CCLCCC, IIC-44), who negotiate with online database vendors on behalf of participating community college libraries, the library receives significant periodical database discounts. These databases are very popular and are heavily used by students, staff, and faculty. They are searchable 24/7 remotely and provide access to an array of journals, magazines, newspapers, reference sources, and e-books.

Periodical print subscriptions and periodical and reference databases are evaluated annually and are either retained or cancelled based on a variety of criteria, which includes the curricular needs of students; cost comparison of databases providing similar subject coverage; monies available; usage patterns; and statistical data. To assist customers with periodical collection development, individual subscription vendors supply the library with monthly usage statistical reports.

The library's reserve collection, chiefly comprised of textbooks, is heavily used. This collection provides students with short-term, library-use access to many textbooks and other course materials that are chiefly supplied by teaching faculty and academic departments. In 2012-2013, reserves accounted for 35 percent of the library's total circulation. Total circulation of library materials, including library reserves, is 68,998 (IIC-6, p. 11).

The library also provides a variety of audiovisual equipment, including combined TV/DVD/VCR equipment. The copy center houses photocopy machines and microform reader/printers including a Minolta MS6000 that can be used to store, digitize, fax, and e-mail articles from microforms. In addition, networked printers, scanners, and CCTV (video text magnifier) are available in the reference desk area. As of spring 2014, the library has 59 computers, two ADA-compliant stations, and 46 wireless laptops/netbooks available for student use that provide access to the library's online catalog and reference and periodical databases, Internet resources, word processing software, assistive technology, and other software applications (IIC-45, IIC-46, and IIC-47). All library computers, laptops and netbooks are networked to print to four print stations maintained by Comprehensive Control Systems (CCS), the pay-for-print vendor.

Desktop PC's in the library are Dell Optiplex machines of various models. All are equipped with the Windows XP operating system and Microsoft Office applications (Word, Excel, PowerPoint, Access, etc.). Other software installed on the PC's include 7-zip, Adobe Reader, Apple Quicktime, Macromedia Shockwave, and Flash, MS Windows Media Player, Realplayer, and Symantec anti-virus.

Learning Center

The Learning Center is staffed with a full-time classified coordinator; 24 faculty members, both full and part-time, in a variety of disciplines such as English, EMLS,

Reading, Spanish, French, Vietnamese, and Chinese; nine tutors/learning facilitators in a variety of disciplines; and four part-time classified support staff. The Learning Center is equipped with 115 computers* with appropriate educational software (*Focus on Grammar*, *English Mastery*, *Pronunciation Power*, *Ultimate Speed Reader*, foreign language software, and audio books); 35 laptops for student use; a library of dictionaries, thesauri, and reading development books; a variety of reading, writing, study skills, and language handouts; and department and individual faculty-directed learning activities.

*As a result of Dunlap Hall renovation and the relocation of the Learning Center to the Johnson Center (U-Building), there will be fewer than 115 computers temporarily.

Math Center

The operations of the Math Center are connected to the activities of Santa Ana College's Math department. The faculty coordinator of the Math Center is a member of the Math department and a math instructor. He regularly reports to the Math department and has daily communication with all of the members of the Math department ([IIC-48](#)). In addition, administrators and faculty running other programs not directly associated with the Math Department, e.g., Veteran's Upward Bound, the athletics department, Student Support Services Program (SSSP), are regularly consulted and given data regarding the achievements of the various activities in which their students participate.

In order to serve the needs of the wide variety of students and course offerings, the Math Center has 60 Dell Optiplex machines of various models. Two of the stations are designated as ADA compliant. Over 1000 students each semester are assigned online coursework, and students use the computers to work on and get help with those activities.

Each computer is equipped with Microsoft Office, Adobe Acrobat, Flash, Internet Explorer, Google Chrome, and Mozilla Firefox. Thirty-six of the machines are equipped with Mini-Tab. The computers also have calculator programs for specific courses with connections to allow students to download these programs to calculators. Each computer has a set of close-captioned videos on a variety of topics throughout the math curriculum that students can use to better understand their coursework. Computers are updated regularly with new software and upgrades to facilitate student work.

The Math Center also provides four textbooks for each of the sixteen course offerings. Textbooks are changed as the Math department adopts new curriculum and editions. In addition, for each course, a comprehensive solution manual is available for tutor use. The Math Center also provides, via the Testing Center, activities to help students prepare for placement. In addition, the Math Center has a comprehensive set of additional activities for basic math, pre-algebra, elementary algebra, and intermediate algebra.

Academic Computing Center

The ACC provides a variety of application software products such as Microsoft Office 2010, Adobe Creative Suite 6 and 3D Studio Max, as well as Blackboard assistance and other computer-assisted web-based learning tools that support instruction in areas including mathematics, accounting, web-design, desktop publishing, and programming ([IIC-49](#)).

The ACC dialogues with faculty to determine equipment, software, and service needs. Faculty can request specific software for student use. Computers and peripherals are similar to those in the classrooms. Software needed by faculty, such as Adobe Creative Suite 6 and AutoCAD, are acquired and implemented in the ACC. The ACC constantly reviews the type of computers, peripherals, software, and services to ensure they coincide with district standards and with what is used or taught in classrooms and other labs. Inventories are routinely taken and reviewed. A maintenance spreadsheet is constantly updated to ensure the efficiency of instructional equipment and software.

The ACC provides access to learning materials in several ways. All computers in the ACC have high-speed Internet access as well as wireless connectivity. One adaptive learning computer is available for students with special needs. In addition, seven stations are able to accommodate wheelchairs. With a printing card, students can print, black and white and color pages with no limit.

School of Continuing Education Centers

CLC adjunct instructors, members of the ESL Department, meet, review, and research the needs of the center and make purchase recommendations of new resources and computer software. The CLC has sixteen desktop and eight laptop computer stations, and all have access to the Internet. The center also has a smart board and computer software programs to meet the needs of its six levels of language learners. Among the most outstanding online and installed language learning programs are *English for All, Ventures Citizenship, Longman Interactive 1-3, Microsoft Office,* and *Rosetta Stone.*

Self Evaluation

Santa Ana College meets this standard. The college selects and maintains educational equipment and materials to support student learning and to enhance the achievement of the mission of the institution. Student surveys conducted in the library and other learning support services show high levels of satisfaction with the resources available. However, funding is a concern in several areas.

Library

The library plays an important role in the academic success of the college community. It strives to meet the needs of a diverse student population and a wide variety of academic programs. In addition to serving general education, continuing education, transfer students, and DE students, the library has a vital role in the accreditation process of vocational programs such as Nursing, Paralegal Studies, Occupational Therapy Assistant, and Fire Technology. Providing resources that are mandated by accreditation boards, however, is costly and has an impact on collection development.

To meet these diverse needs, the library requires a stable source of funding. Years of inadequate funding has made it increasingly difficult to provide for all students. The library's general fund accounts depend upon the subsidy of unpredictable lottery revenues and occasional state-funded block grants. With the bulk of the materials budget based on unstable sources of money, the library must compete for funds with all of the other college departments and divisions. The library needs funding that is protected from

inflation since costs continue to escalate with price increases for books, periodicals, media, and online databases.

The library depends on lottery funds to pay for periodical subscriptions and electronic periodical and reference databases. The 2012-2013 budget for library books and materials was $43,147, and the periodicals budget was $13,876. Because the periodicals budget has not received an increase for many years, monies are annually transferred from the book budget to cover the inflation cost of periodical subscriptions.

In spite of persistent budget inadequacy, librarians work diligently to maximize the available funds. Through successful negotiations with vendors, shipping charges have been almost eliminated. Paperbound copies are purchased whenever they are available, and the purchase of print reference titles has been drastically reduced.

The library has also invested in e-books. E-book collections from NetLibrary are an inexpensive way to add a critical mass of relevant, quality e-books to the library collection. The e-book collection has been made possible through the packaged NetLibrary offerings of the Community College Library Consortium (CCLC). The purchase has been subsidized with book and electronic database funds.

Learning Center

The Learning Center's faculty and tutors have the expertise to meet the needs of the students (IIC-7). However, some of the faculty and tutors need additional training to assess the students' work in a more efficient manner, since the waiting time can often be extensive (IIC-50). Also, although the Learning Center has met the needs of hundreds of students, more resources are needed to meet the increasing demand (IIC-50). In addition, an analysis of software and directed learning activities is needed to assess whether these materials have a positive effect on student success, retention, and completion (IIC-26).

Resources were set aside to hire a Learning Center Coordinator, who is a full-time faculty member. This person has the pedagogical expertise in learning center strategies and the experience of managing a comprehensive learning center (IIC-51). Also, resources have been allocated to train tutors under the guidelines of the College Reading and Learning Association (CRLA) (IIC-52). Workshops are planned to train Learning Center faculty in how to more effectively and efficiently work with students and how to write more effective DLA's (IIC-53). Finally, more analysis of software and DLA's is needed.

Math Center

The use of student learning outcomes to institute ongoing programmatic reform continues in the Math Center. More data will identify the proper measurements to best assess the efficacy of the programs. The Math Center's pilot programs will also be adapted to a larger student group.

Academic Computing Center

Prior to 2012, the Engineering department had their own Engineering Lab. Due to lack of staffing and limited hours of operation, the Engineering Lab closed, and the software

used by engineering students, e.g., AutoCad, was installed in ten ACC PC stations. ACC serves all disciplines. Although several departments on campus have their own computer labs, their hours of operation are limited. The ACC is open longer hours, and students of other labs on campus use the ACC services to complete their assignments.

School of Continuing Education Centers

CEC adjunct instructors, members of the ESL Department, meet, review, and research the needs of the center and make purchase recommendations of new resources and computer software. The CLC has sixteen desktop and eight laptop computer stations, and all have access to the Internet. The center also has a smart board and computer software programs to meet the needs of six levels of language learners. Among the most outstanding online and installed language learning programs are *English for All, Ventures Citizenship, Longman Interactive 1-3, Microsoft Office,* and *Rosetta Stone.*

Actionable Improvement Plan

After documented analysis through program review, the library and other learning support services will submit RAR's for an increase in educational equipment and materials to support student learning, to provide for enrollment growth, to support new programs, and to achieve the mission of the institution.

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

Library

Since 1999, the library has worked collaboratively with CIC, the Academic Senate, and the faculty to integrate information competencies (IC) into the college curriculum. The library has always worked with classroom faculty to offer students library instruction. Currently, the Nealley Library addresses IC in various ways through one-on-one student/librarian interactions at the reference desk and through different instructional methods:

- o Library Workshops (IIC-6, pp. 19-22)
- o Library and Information Studies (LIS) program (IA-2, p.182)
- o Library Technology (LT) program (IA-2, p.182)
- o Nealley Library Instructional Videos (IIC-54)
- o Customized Classroom Library Instruction (IIC-6, p. 23)
- o Individualized Scheduled Instruction

Librarians provide general information and one-on-one, customized, course-specific assistance and instruction to diverse groups of students, staff, and community members. Through point-of-use instruction, librarians educate students on the use of the library catalog, online databases, reference resources, search engines, or other tools to the users' particular needs.

Two of the instructional programs, the Library Workshops and the LIS program (IIC-55), are meant for the general student body, while the third, the LT program (IIC-56), is vocational and meant for persons already working in or seeking to work in libraries at the paraprofessional level. Curriculum, objectives, and SLO's for each course in each program have been developed and are available to students through the course syllabi. Program reviews for both the LIS and LT programs were conducted and submitted to TLC in spring 2014 (IIC-57 and IIC-58). The library workshops, LIS 100, and six LT program courses are all taught in L112-1, the only mediated classroom of the Nealley Library. This lab consists of 27 computer stations, one ADA compliant station, a printer, and one instructor workstation with a data projector.

The LIS program is composed of two one-unit CSU-transferable courses (IA-2, p.182). During 1997, CIC approved LIS 100, Library Research Fundamentals and also placed it under GE Category F, Lifelong Understanding and Self-Development, of the graduation requirements for an associate degree (IA-2, p. 38). LIS 103, Information Retrieval on the Internet (an online course), was developed and approved in 1998. Recognizing the need for students to be information literate individuals of society, CIC members and the Academic Senate added an IC statement to the Santa Ana College Mission Statement in 2002.

The library offers three library workshops: *Find Books, Find Articles,* and *Search the Internet*. These evolved to meet the ACRL standards as defined in the Information Competency in California Community Colleges website (IIC-59). Separate curriculum and objectives have been developed for each workshop, there is no overlap, and each can stand alone. The workshops are not sequential and may be taken in any order.

Students are able to register for these free workshops online 24/7 by selecting the library workshop schedule prominently displayed each semester on the library's homepage (IIC-1). Each workshop is sixty minutes long, with fifty minutes of instruction and a ten-minute assessment. The assessment is graded, and the results are shared with students and the faculty who referred them to the workshops. Students who receive less than 80 percent are asked to pick up the results at the Library Reference Desk. It is at this point that librarians review the results with students and reinforce instruction. Results of the librarian/student review are then relayed to the instructor.

Each semester the library workshop coordinator communicates with all faculty of the college (IIC-60). Strong faculty support is evidenced by participation from various disciplines, including psychology, human development, English, ESL, business, fire technology, communication studies, dance, art history, women's studies, counseling, study skills, nutrition, biology, and chemistry. Some students are required to complete all or some of the workshops as part of their class work, and others are encouraged to attend for extra credit. In addition, some students enroll in library workshops for personal growth. The following table illustrates student participation in the library workshops conducted during the last four years.

Table 47. Library Instruction Statistics, 2009-2013

(Fiscal Year = July through the end of June)	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Library Workshops Conducted (total)	**166**	**126**	**151**	**145**
Find Books	**45**	**45**	**50**	**45**
Find Articles	**79**	**54**	**69**	**65**
Search the Internet	**42**	**27**	**32**	**35**
Library Workshop Attendance (total)	**2,328**	**1,835**	**1,909**	**2,164**
Find Books	**664**	**508**	**535**	**634**
Find Articles	**1,063**	**830**	**901**	**1,046**
Search the Internet	**601**	**497**	**473**	**484**

(IIC-6, pp. 19-22 of the *Nealley Library Annual Statistical Report,* Fall 2009-Spring 2013)

Faculty assessment of library workshops was conducted for the first time in the spring of 2008. At that time, 27 faculty representing 18 courses from 11 academic departments participated by referring their students to these library instructional sessions. In 2014, sixty-two faculty from 16 academic departments participated.

A component of the RSCCD Research Department SAC report, *An Evaluation of Nealley Library Services by Faculty* included faculty evaluation and comments regarding library research workshops. Results of the May 2013 findings were that "eighty percent of the respondents stated that the research workshops offered by the library are valuable to their students AND that they expect the Nealley Library to be their primary resource for supporting their students' library-related assignments or research paper." In addition, "forty- four percent of the faculty-respondents encouraged their students to participate in research workshops conducted by the library staff, mainly by incorporating it into their curriculum as a regular course assignment and by accepting attendance as an extra credit assignment" (IIC-17).

Learning Center

A major component of the Learning Center is modern languages students, specifically in Spanish, French, and Chinese classes, who are required to complete DLA's found on software programs (IIC-61). Classified support staff and Modern Languages instructors are trained on these programs, and they help these students with navigation. In addition, faculty from other disciplines also require their students to do online assignments or DLA's (IIC-62). The Learning Center also has departmental DLA's that address how to utilize SAC library resources and to do research on-line (IIC-63).

Math Center

Math Center does not provide classroom instruction. One-on-one instruction for students is provided via the Math Center staff. DLA's are provided for all Math 081 students to improve course success for that course. In addition, the Math Center offers workshops for a variety of math courses, including intermediate algebra, pre-calculus, and calculus (IIC-12).

Academic Computing Center

ACC does not provide classroom instruction. One-on-one instruction for students and faculty is provided via the ACC Coordinator. The ACC Coordinator assists students and faculty with a variety of application software products such as *Microsoft Office 2010*,

Adobe Creative Suite 6, and *3D Studio Max.* In addition, assistance is also available on web competencies, Blackboard, and other computer-assisted learning tools.

School of Continuing Education Centers

Students with varying levels of English language skills and computer skills are introduced to Information Competency (IC) in various ways. Curriculum is composed of basic computer literacy, basic Microsoft Office programs, and Internet lesson packets that enable students to develop IC skills (IIC-64).

Self Evaluation

Santa Ana College meets this standard. The library and other learning support service centers provide ongoing instruction so that students are able to develop skills in Information Competency.

Library

Through the delivery of library instruction, students learn to identify, locate, evaluate, and effectively use information and become better informed members of society. The college faculty is very supportive of the library workshops (IIC-17). They recognize the importance of IC, and they frequently comment on how library instruction helps students retrieve relevant, reputable information for assignments and reports.

Although faculty members recognize the importance of general library workshops, they have also requested the reinstatement of traditional, customized, course-specific, and assignment-based library instruction done during the requestor's class time. As a result of faculty recommendations for the past four years, the library has provided customized course-specific instruction to the Occupational Therapy Assistant program (OTA), English for Multilingual Students (EMLS), Library Technology, and Criminal Justice departments, as well as to SCE (IIC-6, p. 23).

Efforts have been made to reach all students regardless of location or means of delivery. In the spring of 2012, the library launched self-paced instructional videos accessible remotely 24/7 from the library's website (IIC-54). While this improves universal access, it does not fully address the library instruction needs of DE students because the videos are not interactive, and they do not offer an assessment component. In order to address this discrepancy, online library workshops and an online version of LIS 100 are in the process of being developed for all students, including DE students.

Learning Center

The Learning Center provides assistance to students who must work on online software programs. Some DLA's address IC, but more departments should develop IC DLA's. Also, the online DLA's have been assessed by some departments, specifically Modern Languages, but more assessment is needed (IIC-26).

Math Center

This substandard does not apply to the Math Center.

Academic Computing Center

This substandard does not apply to the ACC.

School of Continuing Education Centers

Students with varying levels of English language skills and computer skills are introduced to IC in various ways. Curriculum is composed of basic computer literacy, basic Microsoft Office programs, and Internet lesson packets that enable students to develop IC skills.

Actionable Improvement Plan

None.

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

Library

An integral part of providing adequate access to library services is sufficient certificated and classified staffing. The library is currently managed by the Interim Dean of Fine and Performing Arts/Nealley Library. Since 2001 the library has been managed by nine administrators, only one of whom was on-site. The library staff consists of five full-time librarians, three adjunct librarians, seven full-time and one part-time classified staff. Over the past years, the staffing level in the library has decreased by two full-time faculty librarians and three part-time clerk positions (IIC-65 and IIC-66).

Due to statewide budget cuts and reduced library staffing, the library hours of operation have been reduced since the last Self Study. Weekend hours have been eliminated; evening and Friday hours have been reduced. The library is open:

Fall and Spring Semester:
Monday – Thursday   8:00 a.m. – 8:00 p.m.
Friday   9:00 a.m. – 1:00 p.m.
Saturday - Sunday   Closed

Summer Session and Intersession:
Monday –Thursday   10:00 a.m. – 6:00 p.m.
Friday – Sunday   Closed

The reference desk is staffed by faculty librarians all hours the library is open. During the 9:30 a.m.–12:30 p.m., Monday through Thursday peak hours, the reference desk is double-staffed. Librarians staff the reference desk; answer reference questions; act as

division liaisons; participate in councils and committees; develop print and electronic research guides; conduct library instruction; and teach credit courses. During 2012-2013, librarians provided assistance to students, staff, faculty, and community members by answering more than 25,257 reference, directional, informational, and technological questions (IIC-6, p. 45).

SAC has made a substantial technological commitment in all areas of library services. The library's homepage (IIC-1) serves as the vehicle for access to library services and resources. Links are maintained and updated on a regular basis.

In an attempt to integrate library catalog and electronic database searches, the library implemented EBSCO Discovery Service (EDS) during 2012. EDS provided a temporary solution to improved library research. Seeking a more permanent solution to the integration of all formats of library resources, in August 2103 the library adopted OCLC's Worldshare Management Services (WMS).

The library participates in nationwide interlibrary loan (ILL) borrowing and lending and has an "Agreement for Mutual Lending Privileges of Library Materials" with CSU, Long Beach, which allows students greater access to resources beyond the college library (IIC-67).

The library is in compliance with the American with Disabilities Act (ADA) and conforms to the guidelines provided by SAC's Disabled Students Programs and Services (DSPS). The library maintains a close working relationship with DSPS faculty to ensure that students with disabilities have equal access to library services and resources. The library provides reasonable accommodation in the form of specialized software, height-adjustable workstations, two scanners, wheelchair accessible furniture, and automatic doors for students with special needs. One instructional workstation and two public ADA workstations are equipped with assistive technology features such as screen reading programs designed for the visually impaired; a voice synthesizer; large print display software; text readers; scanning tools that allow users to read any form of printed material; and two flatbed scanners. Software on these stations includes *Jaws for Windows*, *Zoom Text Extra*, *Dragon Naturally Speaking*, *Kurzweil 1000*, and *Kurzweil 3000*.

The library wireless laptop/netbook borrowing service is very popular. This service allows students greater flexibility, as these laptops can be used in any individual or group study area of the library. They are loaned on a two-hour library-use only basis and are networked to print. The laptops and netbooks are connected to the campus network via wireless networking, and they have access to the Internet, Microsoft Office, and all electronic resources and licensed databases to which the library subscribes.

The DE student base is growing, and the SCE sites have many non-credit classes and a high school subjects program. In order to better serve these varied student populations, the library has invested in full-text periodical databases, e-books, and online reference resources. This electronic access provides excellent 24/7 academic support to all students, including DE and SCE students, as well as to the staff and faculty of Santa Ana College.

DE students can conveniently connect to the Library's webpages and e-resources via a link on the Distance Education Student Resources page (IIB-15).

Learning Center

Fall and Spring Semester Hours:

Mondays:	10:30 a.m. – 7:00 p.m.
Tuesdays:	10:00 a.m. – 7:00 p.m.
Wednesdays:	9:30 a.m. – 5:30 p.m. and 6:00 p.m. – 8:00 p.m.
Thursdays:	9:00 a.m. – 2:30 p.m. and 4:30 p.m. – 7:00 p.m.
Fridays:	10:00 a.m. – 2:00 p.m.

The Learning Center is open 39.5 hours a week, Monday through Friday to all SAC students. Students can find information about hours and services on the Learning Center website (IIA-56). Staffing consists of a full-time faculty coordinator, twenty-four faculty members, both full and part-time, nine tutors/learning facilitators, and four part-time classified support staff.

The Learning Center also offers assistance to distance education (DE) students through email and by phone. DE students can conveniently connect to the Learning Center's web pages as well as information about their services via a link on the Distance Education Student Resources page (IIB-15).

DSPS students are also accommodated with DLA's in Braille and audio books with accompanying Braille texts. One of the staff members is also fluent in American Sign Language (IIC-68).

Math Center

Fall and Spring Semester Hours:

Monday-Thursday	9:00 a.m. – 7:50 p.m.
Friday	10:00 a.m. – 12:50 p.m.

The Math Center website allows students access to all Math Center activities except for DLA's, workshops, and calculators. In addition, the Math Center website provides access to activities that aid students with their work (IIC-12). The Math Center services are equally accessible to DE and SAC students.

DE students can connect to the Center's web pages about services and hours via a link on the Distance Education Student Resources page (IIB-15).

Academic Computing Center

Since fall 2009, the instructional assistant budget has been reduced by approximately 50 percent, and the hours of operation have been reduced M-Th by two hours per day. The staff represented in the Academic Computer Center Organizational Chart (IIC-69) serve both ACC and the Business Computer Lab. ACC now opens later and closes earlier.

Fall and Spring Semester Hours:

Monday-Thursday	9:00 a.m. – 9:00 p.m.
Friday	9:00 a.m. – 6:00 p.m.
Saturday	Closed
Sunday/Holidays	Closed

Intersession Hours:

Monday – Thursday	9:00 a.m. – 8:00 p.m.
Friday and Saturday	Closed
Sunday/Holidays	Closed

Summer Session:

Monday - Thursday	9:00 a.m. – 8:00 p.m.
Friday and Saturday	Closed
Sunday/Holidays	Closed

Physical access to the Center is based on current RSCCD enrollment, and resources are available to SAC, SCE, and SCC students and staff. Students must swipe their current student ID. They may use the Center as long as they need to complete their assignments.

School of Continuing Education Centers

Fall and Spring Semester Hours:

Monday – Thursday	10:30 a.m. – 6:00 p.m.
Friday	8:00 a.m. – 12:30 p.m.
Saturday	9:00 a.m. – 12:00 p.m.

Services are not offered early morning or evening at CEC, as the classroom is assigned to CORE ESL classes.

Self Evaluation

Santa Ana College meets this standard. The institution provides adequate access to the library and other learning support services, regardless of location or means of delivery. Many of the programs and services that serve a high volume of students, such as the library, ACC, and Math Center, received high ratings in the annual *Santa Ana College Student Satisfaction Survey, 2013* (IB-64).

Library

Library and district research reports and surveys have been useful tools for evaluating accessibility and services to students. Survey respondents have consistently commented on inadequate evening, Friday, and weekend hours. Reduced hours affect student access to research assistance, computers, course materials, and study space. Space limitation, including lack of study rooms and limited seating, has already been addressed in the self evaluation section of II.C.1. Those comments also apply when considering adequate access to library services (IB-64, IIC-15, and IIC-17).

Learning Center

Although the Learning Center meets the needs of many students, more resources need to be allocated to keep up with demand. The weekly average student use is approximately 800 students, and many times there is a long wait (IIC-50). An increase in personnel would enable the Learning Center to be open more hours.

Math Center

Many of the students in SAC's math courses are working or non-traditional students. Students have been requesting more hours for operation of the Math Center (IIC-70). In addition, after budget cutbacks, SAC eliminated Math Center hours in the summer and intersession. Hours have recently been added back into the schedule, but at a far reduced rate. Consequently, students have been requesting more hours on Friday, Saturday, and during summer and winter intersession (IIC-70).

Tutoring via the internet is still difficult. An alternative may need to be found. The Math Center utilizes a virtual white board and phone-in service for distance education students. Due to the infrequency of use, more time is needed to determine its effectiveness.

Academic Computing Center

ACC meets this standard.

School of Continuing Education Centers

The CLC is operated and supported by an ESL instructor and an instructional assistant at all times, with technological support available to assist when problems arise.

Actionable Improvement Plan

After analysis through the program review process, the library and other learning support services will submit their RAR's for an increase in service hours and staff to optimize services to students (See II.C.1.a).

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

Descriptive Summary

The district's Safety and Security department secures the library and all learning support service areas. ITS develops strategies and installs programs to keep college hardware, software, and network access secure. The Custodial and Maintenance and Operations departments are responsible for maintenance and repairs of all college facilities. Media Systems is responsible for the repair and maintenance of audiovisual equipment.

Library

The library has several layers of security, including anti-virus software; system set-up passwords; a configuration that prevents unauthorized software from being downloaded or installed; security strips for portable library materials and equipment; and lock-down devices to secure computers and equipment.

The library utilizes a Secure Sockets Layer (SSL) Certificate to ensure that the web site is authentic and that all transactions are secured by Secure Sockets Layer (SSL) encryption. SSL was applied to protect server user confidentiality.

Authentication with student identification is required for onsite users. Remote access for off-site users requires a current WebAdvisor ID and password for authorized access to online databases and full-text resources such as e-books.

Learning Center

Students need to swipe their student ID cards or enter their student ID number to access the Center. In addition, students must leave their ID cards to borrow materials to use in the Center. DLA's are kept in file cabinets behind the counter, and only staff have access to them (IIC-71).

Math Center

The Math Center has lockdowns on all of the computers and is locked during non-operational hours. The coordinator, specialist, and ITS regularly update computer software (at the beginning of each semester and frequently during the semester) as well as maintain the computers. Computers are replaced periodically, but not on a regular schedule (IIC-72).

Academic Computing Center

ACC computer maintenance for both hardware and software is provided by the certificated ACC coordinator, who is assisted by instructional and student assistants. In addition, ITS provides advanced hardware and network support. ITS has outsourced printer maintenance to CCS.

Data security is provided by a district maintained security suite that updates protection for client and server computers regularly. In addition, software configuration protects the boot-up status of each client computer system allowing students to work on computer activities freely without concern for damaging the computer's software configuration.

CI Track, the student attendance system, provides another level of security. This system keeps track of the times a student enters and exits the center. NetOp, a classroom management software, allows ACC staff to monitor student computer usage.

School of Continuing Education Centers

The CLC is operated and supported by an ESL instructor and an instructional assistant at all times, with technological support available to assist when problems arise.

Self Evaluation

Santa Ana College meets this standard. The institution provides effective maintenance and security for its library and other learning support services.

Actionable Improvement Plan

None.

II.C.1.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

Library

The library is a participant in the Community College Library Consortium (CCLC), a joint venture of the Community College League (CCL) ([IIC-73](#)) and the Council of Chief Librarians, which negotiates special rates and contracts with vendors on behalf of participating community college libraries. The contractual agreements procured through the consortium are between the library and individual vendors.

Formal agreements from commercial vendors are in place for the acquisitions of library materials. Most books are purchased though Midwest and Amazon. EBSCO is the primary periodical subscription and periodical database vendor, but the library also has agreements with Gale and ProQuest.

Comprehensive Control Systems (CCS) maintains the pay-for-print system throughout SAC which helps reduce the time and cost of printer maintenance. CCS maintains and repairs four networked library printers, four copiers, and two copy card dispensers.

OCLC provides WMS ([IIC-74](#)), the library's state-of-art integrated library system (ILS). The annual contract with OCLC covers continual service upgrades, 24/7 technical support, and user training.

Reference desk interactions and library instruction to students allow the library to regularly monitor the performance and reliability of the products and services procured from different vendors. Product and service issues are monitored by all library staff and documented at the bi-monthly librarian meetings ([IIC-39](#), [IIC-40](#), and [IIC-41](#)).

Learning Center

This substandard does not apply to the LC.

Math Center

The Math Center has a license for MiniTab and Microsoft Office. The Math Center also uses a printing service to supply printing services to students.

Academic Computing Center

The ACC has a variety of contracts. Some of the software contracts are Comprehensive Control Systems (CCS), which maintains a college-wide pay for print printer system; Faronics – Deep Freeze; Apple Computers – operating system; Axxya Systems – nutrition software; Adobe Systems – Creative Suite software (now includes Macromedia software); and NetOp, the classroom management software. These contracts are reviewed annually, and software specifications are developed as needed.

School of Continuing Education Centers

An assigned ESL full-time committee member, in collaboration with CLC instructors, meets and reviews the needs of the center and makes purchase recommendations of new resources and computer software that are reviewed and approved by the ESL department.

Self Evaluation

Santa Ana College meets this standard. The institution relies on or collaborates with other institutions or other sources for library and other learning support services for instructional programs. It documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes and are easily accessible. These services are evaluated on a regular basis. Many departments have similar contracts for software licensing. Often departments collaborate with other college entities to obtain better pricing and more effective contracts.

Actionable Improvement Plan

The college should develop a plan for all departments to collaborate easily, especially when volume licensing is available.

II.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

Library

The library participates in program review (IIC-75), a cyclical and continuous assessment process that allows for the examination of evidence as it relates to meeting student research needs and contributing to the achievement of student learning outcomes (IIA-64). Additionally, annual library statistics; district-generated library data; student and faculty survey results; budget requests; departmental goals and needs; department agendas and minutes; and the Nealley Library technology planning documents (IIC-45, IIC-46, and IIC-47) become part of the Nealley Library Goals/Activities for Year 2013-2014 (IIC-36), an annual department assessment tool. The library is also part of the quadrennial capstone program review cycle, which is overseen by the TLC (IA-37, p.24).

In 2011 and 2013, the Nealley Library worked collaboratively with the RSCCD Research Department to develop and conduct two library surveys, one for students (IIC-16) and the other for faculty (IIC-17). Both surveys provided the library with valuable information.

Instructional programs of the library are assessed via course enrollment data, grades, and student success rates. The RSCCD Research Department consistently provides instructional departments with student characteristics and statistical data for individual courses. Such data are available for the LIS program and for the LT program. In addition, fieldwork supervisors for LT 053, Library Internship, provide feedback related to the program's curriculum and assess student performance. Evaluation of data results and feedback are then utilized to improve instructional programs.

The Nealley Library technology planning documents (IIC-45 and IIC-46) are evaluated and updated annually. A computer inventory (IIC-47) is regularly conducted, and recommendations for replacement or repair are systematically brought to the library administrator. This process ensures that the technology needs are regularly addressed, documented, and incorporated into the library's annual planning portfolio (IIC-36, Goal C).

Learning Center

The Learning Center was opened in fall 2012 and identified SLO's that address retention and success rates (IIA-64). Assessment of the SLO's is accomplished in a variety of ways. The students assess each individual DLA and tutoring session when the activity is completed (IIC-76 and IIC-77). Individual instructors have also assessed their courses to see whether students who worked on DLA's in the Learning Center have higher scores than those students who did not complete DLA's (IIC-26). In addition to the students, the

instructors who work in the Learning Center have offered suggestions for improvement not only to the DLA's but to the operation of the Learning Center itself (IIC-78).

Math Center

As a part of the Division of Science, Math and Health Sciences, the Math Center has a complete set of program level SLO's that are assessed on a yearly basis. These SLO's are used for formative analysis and are regularly consulted to justify and guide the Math Center's operations.

The Math Center uses qualitative and quantitative methods to assess the effectiveness in meeting student needs.

The Math Center collects (IIC-79):

- o Student Hours vs. Grades
- o Students Hours vs. Course Success
- o Workshop Attendance vs. Grades
- o Workshop Attendance vs. Course Success
- o DLA attendance vs. Course Success
- o Pre and Post-Test data for non-semester programs
- o Course Success and Grades for participants in non-semester programs
- o Math Department wide surveys

Numbers 1-5 are assessed on a semester-by-semester basis (IIC-79). Numbers 6 and 7 are assessed at the end of each program cycle. (This depends on the particular program; for example, some programs run biannually, and some run quarterly.) Department-wide surveys are conducted annually, using a clustered sample amongst all math courses.

The RSCCD Research Department aids in the assessment of these data by providing student grades, success, and persistence based upon student attendance (IIC-79). ANOVA, correlation, and basic hypothesis testing are used for evaluation and the research questions that are devised for evaluative purposes are aligned with course and program SLO's. The data and research are used to inform changes in Math Center practices and refine programs. The evaluations are conducted on a semester-by-semester basis and then used to inform the programs for the following semester (IIC-80).

Academic Computing Center

Faculty provide verbal and email input to the ACC coordinator regularly, and student attendance statistics are evaluated each semester (IIC-81). This input helps justify budget requests and optimize staff scheduling.

School of Continuing Education Centers

Students in the School of Continuing Education have the same access to the Nealley Library as students in the credit program. Evaluation of other academic support services

is infused into the program review of the discipline areas. Decisions about improvement are in alignment with program-level review ([IIC-82](#)).

Self Evaluation

Library

Santa Ana College meets this standard. The institution evaluates library and other learning support services to ensure 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. Future development and implementation of online student surveys accessible through each of the library and learning support service centers' web pages would provide additional, continuous feedback for the improvement and enhancement of services.

Learning Center

Since the Learning Center is new, formal, systematic research needs to be conducted. However, the students have asserted through surveys that the help they have received in the Learning Center has been beneficial to them. To meet the standard, the Learning Center needs to work closely with the Research Department and individual instructors to find quantitative data that assess the SLO's.

The Learning Center has begun to provide feedback about revisions to the DLA's the instructors have provided for students. Some instructors have assessed the effectiveness of the DLA's to improve student success and retention, but this practice needs to be more widespread. After spring 2014, the Learning Center will have more information to write its annual program review.

The Learning Center needs more funding to maintain its current status and to expand its services to all students including DE, SCE, and DSPS students.

BSI has funded an Instructional Services FIG ([IIC-83](#)) spring 2014 to spring 2015, led by the Math and Learning Center Coordinators, which will explore and initiate implementations of best practices for SAC instructional services. Long-term goals are to establish an inventory of campus supplemental learning needs; explore ongoing funding opportunities and models for SAC learning centers; develop a plan for the coordination and assessment of the centers; and provide a comprehensive CRLA certified-SI/tutor training program for new tutors across campus disciplines. This activity will establish a college-wide group that will reduce duplication of effort and ensure consistent standards for the support centers.

Math Center

The use of student learning outcomes to institute ongoing programmatic reform continues in the Math Center. As many of the Math Center's programs are in pilot stages, it will be necessary to change some measures to scale them to larger student groups.

Academic Computing Center

The ACC uses student attendance spreadsheet to keep track of student attendance and to create student attendance charts.

Actionable Improvement Plan

Future development and implementation of online student surveys accessible through each of the library and learning support service centers' web pages will be developed to provide continuous feedback for the improvement and enhancement of services.

DLA's in the Learning Center will continue to be assessed to improve student success and retention through a program review portfolio with goals based on assessment data.

The measures of assessment for the Math Center's pilot programs will be scaled to accommodate larger student groups.

The Learning Center needs more funding to maintain its current status and to expand its services to all students including DE, SCE, and DSPS students.