



Antelope Valley College

Instructional Resources and Extended Services (IR/ES)

Program Review Report

Fall 2010

The Instructional Resources and Extended Services (IRES) Program Review is presented by department within this document. Presented below is a prioritized list of Division goals:

1. Increase student accessibility to technology and research capabilities in the Library by replacing and/or enhancing the computer equipment and software in the research area and establishing a computer lab in L-118.
2. Obtain necessary authorities (administrative access) to facilitate maintenance of multimedia systems across campus and at Palmdale. This goal supports Recommendation #3 in the Accreditation Evaluation Report.
3. Facilitate decision making for IRES by creating efficient databases for all departments.
4. Transition IMC holdings to Horizon and increase student access to more current printed books and multimedia at both the Lancaster campus and the Palmdale Center.
5. Develop and fund virtual tutoring services through the purchase of equipment (i.e. computers, web cams, microphones) and staff training to facilitate service delivery .`
6. Pursue campus use of iTunesU.

Library Program Review

Area 1 Mission

- 1.1 The Antelope Valley College Library's mission is to provide services and resources that foster student academic success and life-long learning. The Library supports the current instructional curriculum and academic programs by maintaining and offering collections that reflect the needs of instructional programs and the college's diverse student and faculty population. The Library also promotes information literacy through ongoing instruction, reference services, and outreach initiatives.
- 1.2 The Library's mission statement and objectives are aligned with the college's Institutional Learning Outcomes (ILOs). The department goals are:
 - To offer academic and balanced perspectives within the Library collection (ILO1),
 - To support life-long learning through access to print and online resources (ILO2 & ILO6),
 - To develop a core academic collection through print and electronic resources that supports the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics (ILO3).

Area 2 History

- 2.1 The AVC Library has seen growth and improvement in many areas including the creation of online tutorials and research guides, expansion of services to the Palmdale center, the addition of eBooks to the general and reference holdings, and revision of the Course Outline of Records for all credit based Library courses.
- 2.2 The 2007 Program Review Library Self Study outlined many important goals and recommendations which would increase the effectiveness of library services to the AVC community. Within the last three years, the Library has realized the following goals:

2007 Program Review Recommendations	Results
Current online tutorials need revision and new online tutorials should be developed.	Revision and redesign of online tutorials in content and format has increased the Library's ability to provide instructional and research resources to a wider student population.
Develop additional instructional tools that encompass a variety of learning modalities.	Development of online research guides through Springshare's LibGuide software has allowed the Library to serve distant education students more effectively. Perkins Grant, 2009-2010, supported an electronic periodical database for the Technical Education Division vocational courses.
Complete SLOs for all Library classes in Spring 2008.	Student Learning Outcomes have been developed and included in all Library CORs for credit classes.

2007 Program Review Recommendations	Results
Library services to the Palmdale Center need to be expanded.	Library services--specifically reserve textbooks and reference services--have been expanded and supported at the Palmdale Center (referred to as the "Palmdale campus" in previous program reviews).
Replace two positions open due to retirement.	The Reference and Instructional Services Librarian was selected and hired in fall 2008.
Upgrade the book collection to accurately reflect and support college programs.	The addition of nearly 10,000 eBook titles has increased the Library collection, provided improved accessibility, and further strengthened the current holdings. Basic Skills Grant funding in 2008-09 AY and 2009-10 AY in the amount of \$41,400 has allowed the Library to develop and update the Quest Reference, General, and eBook collections, as well as the Library's Reserve Textbook collection.
Upgrade Horizon ILS and software to insure quality service to students.	Horizon Integrated Library System (ILS) hardware and software upgrades have continued.

2.3 The Library benefited from outside funding in the following areas:

- Basic Skills Grant funding in 2008-09 AY and 2009-10 AY in the amount of \$41,400 has allowed the Library to develop and update the Quest Reference, General, and eBook collections, as well as Library's Reserve Textbook collection.
- Generous support from the ASO and the Marauder Bookstore in the amounts of \$16,000 allowed the Library to purchase hundreds of reserve textbooks for student use for the 2007-2008, 2008-2009, and 2009-2010 AY. A Cal Works donation of \$9,000 provided additional reserve textbook support for Cal Works students.
- Proposition 20 and Title V assisted in meeting contractual fees for the Sirsi Dynix Integrated Library System and electronic databases. Until the 2009 fall semester, electronic databases and Sirsi Dynix Integrated Library System were funded by state Telecommunications and Technology Infrastructure Program (TTIP) funds of \$36,000 per year, as well as Proposition 20 money, and \$10,000 of instructional block grant funding. TTIP funding for libraries was cut from the state budget in the fall 2009 semester. Library electronic databases were funded for 2009-2010 from Title V, Proposition 20, and Basic Skills grant monies. Funding sources for fall 2010 and spring 2011 subscriptions will be covered by a combination of District Funds and Prop 20 monies. Fall 2010 database/eBook subscriptions cost the Library \$9,415.31. Subscription fees for spring 2011 are likely to be around \$33,000, which includes the Library's online periodical database, EBSCOhost. The annual maintenance fee for Sirsi Dynix has been paid by ITS using rolled over TTIP funds in the amount of \$18,024.44.

Area 3 Curriculum

- 3.1 The Library does not offer any degrees or certificates.
- 3.2 While the Library does not currently offer a certificate or degree in Library Science, the Library offers students information competency instruction (also known as information literacy) through credit courses, online and video tutorials, research methods workshops, reference librarian assistance via email, in person, or by phone, online research guides, and other instructional materials and services when appropriate.
The Library currently has five Library Studies credit classes that provide ongoing and direct instruction and help students develop skills in information competency.
- 3.3 Library faculty looks to engage students through a variety of modes and use of teaching methods and resources.
- 3.4 N/A
- 3.5 All Course Outline of Records (CORs) for the Library credit courses are current.
The courses include:
- Lib 101 Introduction to Library Research (2 units)
 - Lib 105 Introduction to Libraries and Information (3 units)
 - Lib 107 Information Competencies (3 units)
 - Lib 110 Introduction to Internet Searching (1 unit)
 - Lib 199 Work Experience (currently not offered)
- 3.6 Library faculty discusses the utilization of the appropriate COR in the design and teaching of the Library credit courses to ensure uniformity and compliance.

Area 4 Student Support and Development

- 4.1 Library faculty and staff work to fulfill the goals of the mission statement and the college's published institutional outcomes in supporting student learning. By providing reference, circulation, course reserve, instructional, and other support services to the campus community, the Library intends to offer the best possible services and resources available. However, in many areas, the Library falls short of being able to provide comparable and up to date services when compared to institutions of similar size.

Like many other community college libraries, the AVC Library faces economic hardship and shifting available financial resources due to shortfalls in state funding and local property tax revenues. This has had a direct negative influence on being able to provide sufficient resources or services to ensure student success. The following section, Area 5, addresses specific deficiencies in greater detail.

Over the past three academic years, overall service hours have been adjusted to reflect budgetary constraints and division priorities. In the fall of 2009, Saturday hours were reduced by 50% to four hours, and then eliminated entirely in the spring of 2010. Weekly service hours were also affected as the Library closed at 6:30 in fall 2009. However, circulation and gate count statistics demonstrated a greater need to stay open until 8:00 PM to accommodate students in the spring 2010 semester, resulting in increased evening hours for that semester. Summer and Intersession Library services have also fluctuated widely due to student enrollment, number of courses offered, and budgetary considerations.

Weekly Library Service Hours – Semester - Lancaster campus				
Academic Year	2007-2008 Fall & Spring	2008-2009 Fall & Spring	2009-2010 Fall	2009-2010 Spring
Number of Service Hours	65	65	56	57

Since the last Program Review Self-Study, services to Palmdale have improved and expanded due to the newly re-designed Palmdale Center. The Library offers course textbook reserve and reference services in the multi-purpose Instructional Resources area. Due to periods of extended reconstruction and a change in principal administrators, the services offered have been small at first, but continue to develop. Course Textbook reserve service is most in demand, while demand for reference services and workshops requested/offered remains small. In fall 2010 the Library began testing a paging service which allowed Palmdale students to request books from the Lancaster Library for delivery-to the Palmdale Center. Testing of this service will continue through Intersession 2011. Additional planning and outreach activities for all areas are currently being considered for future growth. Staffing remains a problem and affects the service hours. Subsequent discussions as to maintaining and expanding those hours will need to include the hiring of additional classified staff.

The following tables illustrate the trends at Palmdale.

Average Weekly Library Service - Palmdale Center (Reserve and Reference Services Combined totals)			
Academic Year	2008-2009 Spring	2009-2010 Fall	2009-2010 Spring
Number of Service Hours	24 total hours 6 –Reference 18 – Reserve	Under construction	22 total hours 10 – Reference 12 – Reserve
Note: AY 2007-2008 - Services to the Palmdale Center were not established.			

Course Reserve –Textbook & Materials– Palmdale Center			
Academic Year	2008-2009 Spring	2009-2010 Fall	2009-2010 Spring
Total Circulating Items	27	Under Construction	112
Note: As of October 2010, fall circulation numbers of Course Reserve materials was 356. This demonstrates a clear increase in textbook demand and use. The Library staff hopes to increase service hours for Course Reserve in the coming semesters.			

Total Research Methods Workshops - Palmdale Campus		
Academic Year	2008-2009 Fall & Spring	2009-2010 Fall & Spring
Total Workshops	13	16

However, in spite of clear challenges, the Library has been able to continue to provide acceptable levels of service to students seeking to further their educational goals here at AVC. As illustrated in the following tables, over the last three years 880,296 individuals visited, circulating over 38,402 items. The 2009-2010 saw a drop of 14% in Library patrons and an 18% decrease in circulating items. The department attributes those decreases to several possible factors: 1) the shifting numbers and lower overall FTE students, 2) total course sections offered, 3) increased usage of electronic resources such as eBooks, 4) changes in instructors' requirements and assignments, and 5) an aging, out of date print collection.

Library Gate Count Table			
Academic Year	2007-2008	2008-2009	2009-2010
Total Patron Count	276,390	326,198	277,708

Total Circulating Items			
Academic Year	2007-2008	2008-2009	2009-2010
Total Items	13,178	13,876	11,348

Total eBook Accesses			
Academic Year	2007-2008	2008-2009 Spring Semester	2009-2010
Total Items	NA	537*	1673*
*Each access represents a virtual circulating item. When patrons select "View Item" it is counted as if the item had been physically checked out from the circulating or book collection. EBook titles represent the majority of the most current published items in the AVC Library collection.			

However, the Library department is also seeing slight increases in two specific service areas. The Course Reserve Textbook Collection offers access to course related materials and provides an invaluable service to the students. Each year there has been an approximately 3.5% percent increase illustrating a continual and growing demand. Comparatively, the Reserve Textbook titles circulation dwarfs the number of titles from the book collection (see Total Circulating Items table above). As discussed later, this collection is funded wholly by outside sources such as the ASO.

Course Reserve – Textbook & Materials			
Academic Year	2007-2008	2008-2009	2009-2010
Total Circulating Items	52,340	56,077	58,044

Inter-Library Loan services showed a modest increase in lender and borrower submitted and filled requests. This service allows students and faculty access to materials not found in the AVC's print or electronic collections.

ILL Statistics – Lender Activity			
Academic Year	2007-2008	2008-2009	2009-2010
Requests Received	448	376	511
Requests Filled	243	270	313

ILL Statistics – Borrower Activity			
Academic Year	2007- 2008	2008-2009	2009-2010
Requests Initiated	325	123	153
Requests Filled	271	101	115

- 4.2 The Library has developed self-paced online Library instructional programs that feature four different tutorials available through the Library website. The tutorials are used by other faculty across the curriculum as a tool to help their students gain the basic information literacy skills necessary for using Library resources and developing basic research skills. While initially designed to accompany the Research Methods Workshops, the tutorials can also be used as stand-alone assignments. As of September 2010, a review of AVC's Course Outline of Records (CORs) showed that 14 courses include a Library Tutorial Requirement guideline that allows instructors to require completion of the tutorials.

Throughout the past three academic years, the Library has seen a dramatic increase of the number of online tutorials taken. Between the 2007-2008 AY and the 2008-2009 AY alone there was an increase of 45%. This trend is expected to continue. Additionally, the development of online video tutorials has increased student access and opportunity to familiarize themselves with library services and procedures.

Total Online Tutorials Completed			
Academic Year	2007-2008	2008-2009	2009-2010
Total	5122	7477	TBD

Research Methods Workshops and instruction on how to use electronic databases are also offered during each semester by Library faculty. The workshops are designed to teach research techniques and offer an overview of print and electronic resources in a variety of disciplines using step-by-step guidelines and hands-on activities. Sessions are often accompanied by a LibGuide which provides reinforcement of the content taught and also serves as an online resource for the student's use at a later time. These workshops also provide valuable opportunities for collaborative efforts between classroom faculty and librarians.

Requests by faculty for Research Methods Workshops have decreased significantly over the past two years. The pattern of decreasing workshops which can be seen in the chart below may result from an increase in the number of total online tutorials and walking tours taken, the overall decline of service hours due to budgetary and department needs, and the varying requirement of research-based student assignments as dictated by course objectives and content.

Total Research Method Workshops			
Academic Year	2007-2008	2008-2009	2009-2010
Research Methods	103	53	46
Total Workshops			

In addition to offering credit courses, online tutorials, and research based workshops, faculty librarians offer direct instruction and information to patrons at the reference desk. Reference librarians encounter many types of questions—from simple directional questions to more

sophisticated research queries. However, by applying Reference Interview strategies, a system of hierarchal inquiries focused on teaching the patron how and what to search rather than simply providing the answer, the librarian utilizes the reference area as an instructional setting. Over the past three academic years librarians have handled over 56,800 patron inquiries ranging from simple directional questions to the more complex reference questions. The chart below shows a decline in the number of overall inquiries, possibly due to the increase in the number of online tutorials and walking tours taken, the overall decline of service hours, and the changing curricular requirements.

Total Reference Desk Patron Inquiries			
Academic Year	2007-2008	2008-2009	2009-2010
Reference Transactions	23,518	18,535	14,761
Total			

Area 5: Data Analysis and Environmental Scan

5.1 In addressing the quality of the department and its strengths and weaknesses, it is important to establish the context in which services and resources are being offered. Like other student services on campus i.e. tutoring or counseling, the AVC Library faces the dilemma of providing the best possible services while facing unmet staffing demands, limited funding, out of date materials, insufficient numbers of computers for student use and limited access to computer labs. Simply put, the Library has not been able to meet the growing needs and demands of the student body for some years.

Enrollment Statistics			
Academic Year	2007-2008	2008-2009	2009-2010
FTES	11,278	11,989	10,663
Student Head Count	21,348	22,883	21,012
Reference: Generated Datamart report from California Community College Chancellor's Office as of September 24, 2010			

Library Faculty and Staff

While library faculty and staff are adequate to provide functional daily services and activities, library services and instruction are inadequate to serve the current number of an estimated 11,000 to 12,000 FTES and any potential growth in the coming years. The Library has been strained particularly by the lack of necessary monetary resources and the need to rely heavily on adjunct faculty as substitutes for frozen positions. As of September 2010, the System Administrator/Reference Librarian and the System Analyst Technician positions remain frozen. Further, the need to support the Palmdale Center has also negatively impacted the effectiveness of the service and staffing on the Lancaster campus.

Collection Management and Acquisitions

According to data from the California Community College Chancellors' Office 2009-2010 FTES for Antelope Valley College were 10,663 with a head count of 21,012. A National Center for Educational Statistics comparison to other California community colleges of 10,000 to 13,000 FTES shows that the Antelope Valley College's expenditure of \$49,833 is

51 percent below the average expenditures for colleges of its size. That same report revealed that the average number of books, serial back files (not ongoing serials) and other paper materials held is 86,569; the total holdings of 49,833 volumes are 43 percent below the average holdings of other community colleges that are similar in size to Antelope Valley College. Though cataloged and processed items have seen marked increases since the last self study, those represent a small percentage of what is needed to make gains in closing the gap. The need to assess the current state of the collection is a continuous process conducted by the library faculty.

Items Added to Library Collection*			
Academic Year	2007-2008	2008-2009	2009-2010
Total Items	2142	8693**	4584
*The AVC Library Collection consists of print and electronic formats for the book/circulating, reserve textbooks, eBook, and reference titles acquired through the collection development and purchasing process and selected donated materials.			
**Marks the acquisition of eBook collection and open access eBooks.			

Items Removed from Library Collection			
Academic Year	2007-2008	2008-2009	2009-2010
Total Items	TBD	1574	438
Note: Items are removed from the collection according to the established Collection Development Policy's procedure. For example, some items are removed due to condition, age, or relevance/currency of the title.			

Additionally, as of September 1, 2010, 59 percent of the AVC Library collection was 20 years old or older with only three percent of the circulating collection (print format books) bearing a post 2003 publishing date. The inability of the Library to maintain minimal currency through updating or expansion of the collection directly affects the student's ability to access current academic titles and materials. Were library faculty to make a concerted effort in mass weeding of the collection based on the stated age of the collection alone, an estimated 29,000 titles could be removed, leaving a collection strength of 20,000 titles to serve the AVC community.

To further illustrate the Library's financial shortcomings, the Course Reserve Textbook Collection is funded entirely by outside monies. Generous support from the ASO and the Marauder Bookstore allow the Library to purchase hundreds of reserve textbooks for student use. While atypical of many community college libraries, this invaluable collection offers access to course material necessary for student success. It is expected that this funding will decrease significantly in the next and coming years.

Course Reserve Textbook Funding*		
Source	ASO	Bookstore
2007-2008	\$7,000	\$5,325
2008-2009	\$5,000	\$4,492
2009-2010	\$4,000	\$12,143

Electronic Periodical Databases and Sirsi Dynix ILS

As mentioned above, until the 2009 fall semester, electronic databases and Sirsi Dynix Integrated Library System were funded by state Telecommunications and Technology Infrastructure Program (TTIP) funds of \$36,000 per year, as well as Proposition 20 money, and \$10,000 of instructional block grant funding. TTIP funding for libraries was cut from the state budget in the fall 2009 semester. Library electronic databases were funded for 2009-2010 from Title V, Proposition 20, and Basic Skills grant monies. Funding sources for fall 2010 and spring 2011 subscriptions will be covered by a combination of District funds and Prop 20 monies. Fall 2010 database/eBook subscriptions cost the Library \$9,415.31. Subscription fees for spring 2011 are likely to be around \$33,000, which includes the Library's online periodical database, EBSCOhost. The annual maintenance fee for Sirsi Dynix has been paid by ITS using rolled over TTIP funds in the amount of \$18,024.44. SPBC has acknowledged the need to allocate additional District funds to cover this expense.

5.2 Performance Indicators & Program Review Survey Results

In the spring of 2010, the Library invited students and faculty to participate in an online Library survey. The survey provided a "snapshot" of student attitudes towards the Library and awareness of available resources and services. A total of 122 respondents answered 23 questions focused on evaluating patron demographics, services and resources utilized, and overall general ratings of existing services offered on both the Lancaster campus and the Palmdale Center.

The Library Survey demonstrates that a majority of the participants felt that library services met their needs; however, the declines in percentages in some areas will encourage further discussion concerning areas for improvement, future considerations regarding services and resource allocation, and for subsequent student surveys. In spring of 2011, the Library department intends to seek faculty input through an AVC Faculty Library Services Survey.

A comparison between similar types of questions asked to survey participants revealed the following results:

Library Survey Results – Spring 2010		
	% of Respondents	
Survey Question	2007 Program Review (242 Participants)	2010 Program Review (122 Participants)
Rated Library Services as either good or excellent	86%	79%
Agreed or Strongly Agreed that they felt comfortable coming to the Library	91%	90%
Felt comfortable or very comfortable asking the Reference Librarians for help	64%	74%
Come to the Library to do research	80%	67%
Come to the Library to use reserve materials	30%	41%
Come to the Library to use or access the Internet	41%	34%

Library Survey Results – Spring 2010		
Come to the Library to check out books	67%	57%
Come to the Library to use or access MYAVC	32%	32%
Come to the Library to use group study rooms	41%	44%
Come to the Library to make photocopies	57%	41%
Come to the Library to read for pleasure	15%	32%

Area 6 SLO & PLO Assessment

- 6.1 In response to Recommendation #3 of the 2007 Accreditation Midterm Report, the Library now has Student Learning Outcomes for all credit classes and the online Library tutorials. Assessments are in place for the tutorials. However, no assessment data has been collected or evaluated.
- 6.2 Library faculty discusses the utilization of the appropriate COR in the design and teaching of the Library credit courses to ensure uniformity and compliance.
- 6.3 Fall 2010 semester marks the beginning of this process. Course instructors have met and discussed methods for assessing SLOs. Input into the campus system, WEAVE, will then allow the department to record and evaluate key data in determining student success.
- 6.4 N/A

Area 7 Collaboration with other Departments

- 7.1 Librarians collaborate with instructors in the development of research materials, both print and online, linked to specific assignments. Librarians also work closely with instructors when preparing research methods workshops which will be presented to students in the classroom. Assistance in the development of web-based research materials has been especially well received by instructors.

Inter-department outreach activities for the future semesters are in the developmental stage. While the Library has worked informally with faculty members, no formal programs or initiatives have been prescribed or finalized.

Area 8: Outreach Activities

- 8.1 Currently the Library does not have any collaborative arrangements with other educational institutions, the greater Antelope Valley community, or business and industry.

Area 9: Goals and Objectives

- 9.1 The following goals/plans represent priorities that support improved student access, success, and retention by providing better services and resources within the next 3 to 5 years in designated areas.

Goal	Objective	Time Frame	Justification
Provide access to current computer technology for students using L-118.	Replace computers in L118 with new stand alone computer stations or blade system (24 stations).	Complete by fall 2011.	Computers in room L-118 are not capable of completely supporting class assignments. The machines cannot accommodate all of the necessary applications or software and student demand.
Provide reliable access to computers in the reference area to facilitate student use of the online catalog and Library online databases.	Replace or upgrade 12 Library student reference area computers.	Complete by fall 2011.	Computers in the reference area are not currently able to support student research needs or demand. The computer stations are old, often out of order, and require frequent repairs and upgrades which frustrate students and overburden a short staffed IT department.
Design a campus wide information literacy program that incorporates research needs, media, and new technology to increase student access and success by developing information competency skills.	Design and implement information literacy programs to improve information literacy/competency through embedded information literacy components in pre-selected courses across the curriculum.	Complete by fall 2012.	Understanding how information is organized and used as technology changes its format and content is an important component to student success.
Identify and access outside funding resources	Increase financial resources to improve and update current print and electronic resources.	Complete by fall 2011.	Current institutional funding is inadequate to support students' needs and demand.
Increase student access to print reference materials at the Palmdale Center.	Develop and sustain a permanent reference collection at the Palmdale Center	Complete by fall 2011.	Students attending classes at the Palmdale Center do not have access to sufficient print reference materials for research or ready reference needs.
Increase access to for-credit Library courses at the Palmdale Center.	Offer Library courses at the Palmdale Center	Complete by spring 2013.	Library courses are available only at the Lancaster campus or online.
Increase student access to circulating materials at the Palmdale Center.	Develop and sustain a permanent circulating collection at the Palmdale Center	Complete by spring 2013.	Students attending classes at the Palmdale Center do not have access to any circulating materials.

Area 10 Long Term Resource Planning

- 10.1 As referenced in sections 4 and 5, the AVC Library faces significant obstacles to provide adequate service for the current student population. The following long term resource needs are strongly proposed to meet student needs and to provide necessary services and resources for student success.

Library Faculty and Staff

Long term planning should include an increase in the library faculty and staff through active recruitment and selection of:

- Library Director or Department Chair
- Faculty Librarians (3) – Unfreeze and fill System Administration/Reference Librarian. Hire new Cataloger/Reference Librarian and Public Services Librarian (Generalist/Reference).
- Classified Staff: Library Assistant (3), Computer Technician/IT specialist (Library-only assignment)

Justification: Due to increased student needs and demand and staffing shortfalls, the current library faculty and staff are unable to provide the level of service and education desired by the department. E.g. the responsibility of maintaining and upgrading the ILS is traditionally a full-time faculty position; currently, this responsibility belongs to an adjunct faculty member. Also, the demands of providing services to two sites, Lancaster and Palmdale, and the lack of staff restrict student access to various collections such as the Course Reserve Textbook collection.

10.2 Facilities

- Reclaim Library space that has been reallocated to other purposes, e.g. Convert L214 into a Quiet Study Area; create a wall to separate L201 and L202 to allow for needed privacy and for future Library use as offices, storage, or classroom(s).
- Remodel former IMC area and L128 for faculty and/or administrative offices and other Library needs such as receiving and processing of print acquisitions.

Justification: As student numbers and demand increase and as the Library faculty and staff evaluate the current use of available Library space, Library remodeling and construction projects are necessary to provide an improved physical environment that can support student and campus wide use. Remodeling will allow for greater security of Library materials, increase work flow efficiency, and provide needed privacy for teaching faculty.

- Immediate replacement or upgrade of current Library theft system.

Justification: The current Library theft system is out of date and does not provide complete software compatibility. Additionally, there has been an increase in thefts of books and personal items noted in the current school year.

10.3 Funding Needed to Support Student Learning

Collection Management and Acquisitions: The Library recommends an annual increase to the book and print materials (circulating and reference) budget each year, beginning with 10% raise to progress to 15% over the next 5 years. While this would not completely eliminate the growing problems concerning currency and scope of the collection, it would allow the collection to increase incrementally and demonstrate District fiscal support for

library services. This increase would also take into consideration the need to increase the budget to include titles for a reference collection at the Palmdale Center.

Electronic Databases & Resources: As mentioned previously, funding for electronic resources for 2010- 2011 continues to be inconclusive. Rather than being dependent on soft money resources such as grant, proposition, or even state programs that can increase and decrease without warning, the Library recommends creating a line item designated for electronic resources within the existing budget of \$50,000 to cover the existing contractual obligations.

Library IT & Computers: Library computer stations are heavily used by students during all hours of operation. However, there is currently insufficient fund for the maintenance, replacement, or upgrade of Library computers. Old computer equipment is often replaced only on an emergency basis when it is beyond repair. At present, there are only 12 student reference computers that are in a constant state of repair. The Library cannot offer satisfactory access to electronic resources with so few and dated personal computers.

With no identified fund for the maintenance, replacement, addition and/or upgrade of Library computers, the Library department seeks to establish a line item within the existing budget of \$3,500 per annum to use towards the maintenance and updating of Library computers within the reference and public service areas. Additionally, the Library would continue to advocate for increased funds to cover the upgrade and maintenance of the current ILS (Horizon-Sirsi Dynix).

Area 11: Recommendations and Comments

11.1 Recommended changes to Educational Master Plan.

The Library department supports many of the recommendations and goals listed in the Instructional Resources and Extended Services Division. One addition to the Ed Master Plan would fall under the section entitled “Area Recommendation to Support Current Level of Enrollment.” While obtaining external funding through grants, partnerships, and endowments is welcomed, the need to formalize budget line items in the department budget for electronic resources and the ILS is critical. Historically, these resources have been funded through “soft funds,” that shift year to year. Also needed is a provision to increase district funding for books and print materials.

11.2 Improvement to program review process for institutional effectiveness.

No recommendations at this time; current process, organization, uniformity, and scheduled cycle have allowed for adequate evaluation and discussion.

Learning Center Program Review

Area 1: Mission

Philosophy: The AVC Learning Centers at the Lancaster campus and Palmdale Center are dedicated to providing services to a broad range of students with a variety of educational goals. Faculty and staff respect human dignity and affirm the rights of individuals, fostering their abilities to think clearly, critically, and independently. The primary concern is the student as reflected in relationships (faculty-student, staff-student, tutor-tutee) as well as in the services and resources that are provided.

Vision: AVC Learning Centers support the educational and student development mission of the college so that students' lives can be enriched and their futures built on a firm foundation.

Mission: The Lancaster and Palmdale Learning Centers support classroom instruction by providing assistance to students with a variety of services aimed to promote their success in college. These services include:

- Instructor-led workshops and one-on-one sessions
- Individual and small group tutoring by trained peers
- Supplemental Instruction
- Access to computers and online programs
- Academic support, study skills, learning assistance, and tutor training courses taught by faculty learning specialists.

All services are designed to reinforce course content and to emphasize good study habits. Learning Center instructors and staff members are committed to providing a friendly, nurturing, and stimulating environment that encourages our diverse population of students to become independent, lifelong learners.

- 1.2 The mission of the Learning Centers matches that of the college (in **bold**), focusing on **student success and student-centered learning**. Learning assistance programs insure that **high educational standards** are maintained by providing a variety of academic support services to a **diverse community of learners** in order to inculcate in them **knowledge, skills, and attitudes necessary for students to be effective lifelong learners**. Programs support the transfer/general education curriculum, career and technical programs, and courses in the basic skills sequence. As the primary provider of basic skills instruction in **learning and study skills**, the Learning Centers offer students **essential foundation skills that are necessary for success in college-level degree applicable courses**.

Institutional learning outcomes (ILOs in **bold**) are supported by the Learning Center mission in the following ways. Students learn to:

- **Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development by becoming independent, lifelong learners** via the student learning outcomes (SLOs) of Learning Assistance courses (LAC) which focus on the development of meta-cognition, critical thinking, and internal locus of control and emphasize good study habits.
- **Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics** through efforts to

support classroom instruction and reinforce course content with tutoring, Supplemental Instruction (SI), and learning assistance.

- **Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills** in individual and small group tutorials led by trained peers and in instructor-led workshops which allow practice of these skills.
 - **Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness** and
 - **Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness** by participating in collaborative learning activities which require students to work effectively with others who may be very different from themselves in order to reach a common goal.

Area 2 History

- 2.1 A new dean of Instructional Resources and Extended Services was hired after the finalization of the 2007 Program Review, making her the fifth dean in charge of the Learning Center since 2002 and supervisor of the faculty. A director of basic skills was hired in 2009 to not only direct the AVCCD's efforts to support the State of California's Basic Skills Initiative (BSI), but also to supervise Learning Center classified staff.

Also since the 2007 Program Review, conditions in the Learning Center have become better in general, but worse in a few cases. Individual programs have made strides in services to students, but are under pressure to serve more students with less district funding, resulting in more dependence on "soft" or categorical monies which can decrease or disappear at any time (*see Appendix – Spending Charts*). Two vacant positions that require direct interaction with students (Clerical III and Computer Technician) have not been filled, leaving a large service gap, particularly applied to problems related to supervision of students and the maintenance of computers and other equipment. Learning Center faculty and staff have developed a referral form (*see Appendix – Learning Center Referral Form*) and an Early Alert program has been added to the faculty menu on My AVC, making it easier for instructors across disciplines to refer their students to Learning Center faculty. A request to purchase TutorTrac, an online tutoring database utilized by learning centers nationwide, was approved by the Basic Skills Committee and Title V in spring 2010, but denied for budgetary reasons by AVC administrators. SARS, a system currently utilized by AVC counselors, has been suggested as a replacement for the current Learning Center database. Both SARS and TutorTrac can be customized to meet individual colleges' reporting needs. Conversations with campus SARS experts have been initiated and will continue during spring 2011.

Learning Center adjuncts continue to provide evening and other coverage in Lancaster when full-time faculty are not present, and at the Palmdale Center to increase services and positive attendance. A Learning Center presence at the Palmdale Center has been established, but having to share space with other services can be problematic in regards to the tutoring that take place there (noise and other distractions). Learning Center faculty and staff are committed to fulfilling the goals and vision established in the 2010 Master Plan and in this current Program Review (*see Appendix – Goals*).

- 2.2 Since 2007, in response to the Basic Skills Initiative, the Learning Center has extended services to accommodate the needs of basic skills students. In-class tutors were trained and placed in selected developmental math, English, and reading courses upon request by basic skills faculty who, in

cooperation with Learning Center faculty, received training on how to utilize tutors in their classrooms. Math in-class tutoring, which has existed for over a year, has had positive results (*see Appendix – Comparison between In-Class Tutoring and Traditional Classroom Setting for Increasing Success in Remedial Math Courses*). Supplemental Instruction (SI) for English 095 and Math 050 classes is offered as well as one hour tutoring sessions (extended from a half hour) for English 095/097/099 students upon referral to a writing learning specialist. Also, appointments for one-on-one math tutoring by special referral are now available as is group tutoring by appointment.

Other Learning Center services to accommodate students include online writing tutoring via *SMARTHINKING*, which has proven to raise student success in basic skills English courses as well as 101 (*see Appendix – Student Success Rates for English 095, 097, 099, 101*). A *SMARTHINKING* study of students enrolled in online courses and in courses at the Palmdale Center was also conducted, showing an increase in success (*see Appendix – Study 4: SMARTHINKING GPA Comparison*). AVC students will soon benefit from a virtual tutoring delivery method through CCC Confer and Skype software which will accommodate the demand for distance tutoring in every Learning Center program area. With Basic Skills funding for reading tutoring, the Reading Center began accommodating students enrolled in reading labs added to the Reading curriculum. In addition to tutoring, twenty-six peer mentors are now trained and employed in various college departments.

College Department/Program	# of Peer Mentors
Academic Skills Center (Learning Center)	1
Admissions and Records	1
Athletics	1
CalWORKS	1
Counseling	4
EOPS	1
Financial Aid	4
OSD	1
Outreach	8
STAR	4

Faculty services have expanded. The presence of full-time and adjunct faculty learning specialists at the Palmdale Center help to ensure that students can receive individual appointments and workshops such as those provided at the Lancaster campus. Targeted workshops are offered for nursing and other vocational courses, electrical and electronics technology, all taught by full-time and adjunct learning specialists who also share referrals for individual student consultations. Formerly, only full-time learning specialists taught LAC 100, but with their mentoring, an adjunct taught the course successfully in spring 2010 and will continue to do so periodically.

All day comprehensive student worker training conferences are now offered twice per school year at the Lancaster campus, with AVC as one of few centers statewide that provide this in-depth training for all of its tutors and desk assistants (*see Appendix – Agendas: Student Worker Conferences*). Specific training related to centers within the Lancaster Learning Center is provided to tutors on a regular basis during semesters by faculty learning specialists and tutorial specialists.

Both types of training opportunities, conferences and ongoing (weekly and/or monthly), feature guest speakers from various areas of the campus: classroom instructors, administrators, and student services personnel. As a result, AVC tutors and peer mentors have received a breadth of training topics related to their workplace and the tutees they serve. Palmdale Center tutors need this same level of training. One approach to tutors receiving consistent onsite training and supervision in Palmdale is to create a full-time tutorial specialist position to be assigned there. Another approach to meet tutor training needs is to offer the training online or by podcasts.

Other advances since 2007 have occurred. Math Center booklets were developed on topics such as Math for Nursing, Dosage Calculation, Math for Vocational Students, Math for Electrical Program, and Math Study Strategy. Math tutoring by appointment for students enrolled in basic skills courses is now available. The Learning Center's interface was updated by the Webmaster, creating a more user-friendly look, with faculty and staff regularly updating the information contained on their centers' websites. All centers added instructional handouts and links for popular topics requested by students. Faculty learning specialists also utilize the MyAVC course page feature to post instructional materials that students can retrieve. In addition, *Learning Express*, an online skills program, helps improve reading, writing, and math deficiencies and also provides a Library of other resources related to careers, etc. New computer software in the Reading Center, *Reader's Edge* and *Reading Horizons*, insures that students have up-to-date tools for increasing reading rate and fluency as does new computer software in the Math Center for increasing math fluency.

- 2.3 The Learning Center program relies on these current funding sources for tutoring: Title V, Basic Skills, Perkins (formerly known as VTEA), Associated Students Organization (ASO), District, Federal Work Study, and CalWORKS. Sources for peer mentoring funding are Basic Skills and Title V. Funding for adjuncts comes from two sources: 1) Basic Skills for ESL, reading, and math, with Title V as a potential future source, and 2) District for academic skills and writing.

Learning Center Adjunct Hours by Funding Source

Semester/LC Dept.	2009 Weekly Hours		2010 Weekly Hours			2011 Weekly Hours	
	District	Basic Skills	District	Basic Skills	Title V	District	Basic Skills
Intersession							
Reading	0	6	0	6	0	0	3
Writing	6	6	12	0	0	21	0
Math	0	8	0	6	0	0	6
Academic Skills	12	0	14	0	0	14	0
ESL	0	0	0	0	3	0	0
Total hours:	18	20	26	12	3	35	9
Spring							
Reading	0	11	0	9			
Writing	10	0	9	0			
Math	0	5.5	0	4.5			
Academic Skills	20	0	20	0			
ESL	0	15	0	12			
Total hours:	30	31.5	29	25.5			

Semester/LC Dept.	2009 Weekly Hours		2010 Weekly Hours			2011 Weekly Hours	
	District	Basic Skills	District	Basic Skills	Title V	District	Basic Skills
Summer							
Reading	0	9	0	4.5			
Writing	16	7	21	7			
Math	0	15	0	7.5			
Academic Skills	19	0	20	0			
ESL	0	8	0	4			
Total hours:	35	39	41	23			
Fall							
Reading	0	0	0	3			
Writing	10	0	12	0			
Math	0	5.5	0	4.5			
Academic Skills	20	0	20	0			
ESL	0	12	0	14			
Total hours:	30	17.5	32	21.5			
Total Annual Hours by Funding Source:	113	108	128	82	3	35	9
Percentages:	(51%)	(49%)	(60%)	(38.5%)	(1.4%)	TBD	TBD
Total Annual Hours:	221		213*				

Source: Learning Center Faculty Schedules

*(4% decrease)

Full-time faculty learning specialists have applied for Foundation and Senate grants, receiving funding for tutor professional development and for conducting research related to online tutoring. Their own professional development activities have been funded since 2007 by Basic Skills, Perkins, and Title V. Computers and other equipment for student use were purchased after 2007 with Basic Skills funding, the majority for the Computer-Media Center and the Reading Center as well as a half dozen or less for the Writing Center, ESL Study Center, and Math Center. In addition, several ESL instructional and reference textbooks were purchased and are being utilized within the ESL Study Center.

Learning Center faculty and staff view the current budget crisis as having a particularly negative impact on the amount of District funding available for tutoring services. Basic Skills categorical funding is relied upon almost exclusively for tutoring in developmental English, Math, and Reading and for Supplemental Instruction (SI) (*see Appendix – Spending Charts*). Because of the uncertainty of categorical funding, the Learning Center must rely on District funding for ALL tutoring, basic skills and college-level. In 2009-2010, General Tutoring experienced a large decrease in funding: ASO by 25% and District funding by 46% for SI; in 2010-2011, ASO by 100% and Basic Skills by 51% for both General Tutoring and SI. As a result, there has been a decline in total tutoring visits and hours for General Tutoring and SI. *There remains the need to continue to serve students enrolled in courses for which tutoring is vital to their success as well as to provide tutor hiring and training.* Increasing the current pay rate for tutors due to the competition for trained tutors in the Antelope Valley is another concern. Without reasonable pay

increases, the Learning Center may lose its tutors to other tutoring workplaces in the community. A community scan needs to be conducted on this potential impact.

A separate Learning Center budget for the Palmdale Center needs to be established, one that includes both District and basic skills funds, in order to provide a commensurate level of services as the Lancaster campus. In addition, as a long-term goal, the Center will need its own set of faculty and staff to serve students. Until then, learning specialists for all areas (academic skills, ESL, math, reading, and writing) must be shared between the Lancaster and Palmdale campuses. Currently, the need exists for full-time learning specialists to create a stronger basic skills connection to classrooms in Lancaster and Palmdale, insuring that students will receive more consistent and in-depth help with their learning needs.

Because technology changes rapidly, funding for new equipment is vital for keeping the Learning Center current in terms of student access to information and to tools to help them succeed. Computers that support more advanced online and software programs must be replaced every few years. A new development, virtual desktops, can replace standard desktops. New distance technology such as SKYPE requires computers with cameras and microphones for providing distance tutoring. Faculty and staff will require computers with new operating systems that support greater technological features. Both the Learning Center database and the SLO database urgently need replacing because of problems such as “dropped” data and false analysis due to programming errors, compromising the ability of Learning Center faculty and staff to report accurate usage and tutoring data for LAC 900, Supervised Tutoring, and to measure SLOs. An Excel spreadsheet approach to reporting and culling data was tested in fall 2010 with all Centers within the Learning Center integrating the information into a combined report for LAC 900 SLOs during Intersession 2011. The data, however, will be minimal and not at the same level of analysis as is required.

Area 3 Curriculum

- 3.1 Faculty learning specialists teach non-credit, transfer courses, and credit-not applicable to the associate degree and certificate programs. Plans call for a full complement of courses for local area tutor certification and the development of an Associate’s level degree in tutoring and learning assistance. Syllabi for all LAC courses match CORs and contain student learning outcomes (SLOs).
- 3.2 Six Developments in curriculum are described below:

Non credit, open entry-open exit courses: Directed learning activities (DLAs) for LAC 900, Supervised Tutoring, have been instituted since 2007 to structure tutorials and to contribute to the assessment of SLOs, particularly metacognition (knowledge of one’s learning process) and self-regulation (monitoring comprehension and assessing one’s own abilities). LAC 901, Supervised Learning Assistance, faculty changed the title of Individual Learning Plan to Individual Learning *Improvement* Plan (ILIP) to relate the acquisition of skills to the college mission (student success and student-centered learning; essential foundation skills) and ILOs (lifelong learning skills; solving problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills; the development of self-awareness). In March 2010, AP&P approved LAC 900 and 901 revised course outlines of record (CORs). LAC 900 is now a hybrid course with virtual tutoring a possibility utilizing CCC Confer and Skype. Students complete an ADD slip for LAC 900 and 901 when they seek services in the Learning Centers such as tutoring, workshops, and individual learning improvement plans. Syllabi for these courses are provided to students and posted in service areas. Students can repeat the courses each term if the need exists

for them to engage in course activities.

Transfer courses: The need for an increase in transfer-level tutoring courses (Master Tutoring, Cross-Age Tutoring, Tutoring the Adult Learner) is being addressed by faculty learning specialists in terms of a local area certificate and an Associate's degree in tutoring and learning assistance. LAC 299, Master Tutoring, goes forward for AP&P approval in spring 2011. Since 2007, AVC students continued to receive College Reading and Learning Association (CRLA) certification, some employed as Learning Center tutors, others in the community

Certificate Category	# of Recipients	Academic Year
Regular Tutor	13	2007-2008
Advanced Tutor	6	2007-2008
Master Tutor	4	2007-2008
Regular Tutor	17	2008-2009
Advanced Tutor	6	2008-2009
Regular Tutor	9	2009-2010
Advanced Tutor	5	2009-2010
Master Tutor	1	2009-2010

In addition, the cross campus peer mentor-training program will be certified by CRLA at Level One by spring 2011. Students can easily complete LAC 100, Introduction to Tutoring, and LAC 200, Advanced Tutoring, within one year since both courses are offered each term. They can also receive certification from CRLA within the same year as long as they have passed the courses successfully and worked as tutors either at AVC or in the community. CORs revisions for LAC 100 and 200 have been entered into CurricuNet and will be approved by AP&P in spring 2011. Course curriculum, for the most part, matches CRLA standards for certification. This makes it possible for students to receive CRLA certification if they are successful ("C" grade or higher) and acquire twenty-five hours of tutoring experience, all of which is explained in the course syllabi.

Credit courses, not-applicable to the associate degree and certificate programs: Managing Writing Anxiety, Developing Academic Success Skills, Essential Academic Skills for Pre-Nursing, and Critical Thinking and Study Skills for Nursing are courses currently being developed and/or reviewed by faculty learning specialists who will send them forward for AP&P approval in spring and/or fall of 2011. Courses in place, LAC 098 and 099, target nursing students for whom math skill building is essential and continue to be offered for eight weeks with easy completion within a semester. Curriculum is designed for the nursing students and is explained in the syllabi.

Due to the efforts of Learning Center faculty and staff to meet the needs of basic skills students as described in the "History" section, many students are being served via workshops and ILIPs. Adjunct learning specialists are key providers of these services.

Area 4: Student Support and Development

- 4.1 A Learning Center Program Review Survey was sent to AVC students and employee groups during the last month of the spring 2010 term. Predictably, student responses were mostly favorable (“strongly agree” and “agree”) to questions requiring them to select the most appropriate response (*see Appendix – Learning Center Program Review Survey 2010 AVC Students*). Some open ended questions requiring comments were skipped, factors for which may be many, and may indicate that more analysis of the survey question is needed or that the information contained in the questions needs to be much more adequately publicized. Only 34 employees responded to the survey with responses as mostly favorable (*see Appendix – Learning Center Program Review Survey 2010 AVC Employees*).

The Learning Center anticipates a need to extend all services based on the sheer increase in the number of tutoring and usage visits reported in its recent Master Plan. With students at a distance and a physical lack of space to expand tutoring in the Lancaster Learning Center, virtual tutoring delivery methods continue to be examined. In addition, with courses offered at the Palmdale Center, students expect commensurate services provided by the Lancaster campus. Since 2007, full-time learning specialists have reported to the Palmdale Center (currently, Academic Skills three days per week and Writing one day per week), and adjuncts are also reporting there (ESL, writing, math). Learning specialists often encourage students to attend workshops and to meet with them for ILIPs.

Virtual services such as SMARTHINKING and *Learning Express* purchased with Basic Skills Initiative (BSI) funding are utilized by many students, with the former featured in course syllabi by instructors who recommend the service to their students and often require them to provide the response by the electronic tutor (E-tutor) by attaching it to drafts of their papers. Various technologies (webcams and microphones, CCC Confer, Blackboard, MyAVC, TutorTrac Whiteboard, streaming video, podcasting, video conferencing, etc.) that require space, equipment, and personnel to facilitate synchronous and asynchronous tutorials, workshops, and tutor training sessions must be adopted so that all areas (Academic Skills, ESL, Math, Reading, General Tutoring, Supplemental Instruction, and Writing) can offer them virtually and cost-effectively. In addition, media sources (videos, handouts, etc.) need to be available from a distance. An online Learning Center with student accessibility to all of the above will better meet the demand for immediacy and variety of services.

Student demand for services affects the teaching load of full-time faculty learning specialists who perform daily teaching duties. They rely on adjuncts to teach additional workshops and to share referrals for ILIPs. In ESL and reading, no full-time faculty learning specialist positions exist, an issue discussed in the 2007 Program Review. For the last two years, BSI funding was acquired to hire adjuncts in ESL, reading, and math, but because of the uncertainty of this funding continuing, hours for these adjuncts must be reduced beginning spring 2011, creating the possibility that some students will not receive the individual attention they seek. The statement made in the current and former Learning Center Master Plan still holds true: “There also remains a great need for earlier faculty intervention with students to impact retention and persistence rates, which supports the enrollment management plan.”

- 4.2 Enrollment data provided by the Office of Institutional Research can be utilized to determine the percentage of AVC students who have utilized the Learning Center since fall 2007:

Academic Year	All AVC Students – Unduplicated Headcount	Learning Center Unique Students*	Percentage of AVC Students Served
2007-2008	21,348	10,943	51%
2008-2009	22,883	13,118	57%
2009-2010	21,012	13,458	64%

*Per Center

Learning Center usage data (*see Appendix – Learning Center Lancaster and Palmdale Usage Data Report*) indicates that the number of unique students in 2009-2010 is up by 3% in comparison to 2008-2009 and up by 23% in comparison to 2007-2008. Although there is an overall decline in the total of tutoring visits since 2007-2008 (14%), the number of tutoring visits for 2009-2010 is up by 28% in comparison to 2008-2009. The Learning Center, therefore, is attempting to serve **more** students with **fewer** tutorials because of reductions in funding since 2007-2008. Additional tutors cannot be hired, so in some cases, there is less time dedicated to individual students' needs in tutoring sessions which impacts student success and the development of lifelong learning skills, two components of the college mission and ILOs (followed by other components underlined below). In General Tutoring and Supplemental Instruction, the budget impact is even greater than in other centers: S.I. sessions and tutoring visits are down by 34% (*see Table 1-General Tutoring Usage Data Report and Table 2 – Supplemental Instruction Usage Data Report*). Attempts to serve students in other ways are occurring through the provision of space for quiet study, by the use of computers for academic and personal tasks, by the use of online services such as *Learning Express* and *SMARTHINKING*, and by the use of instructional videos; however, *many students, especially those enrolled in basic skills courses, prefer learning to occur via direct interaction with people, not equipment or educational tools.*

Students using Learning Center services increasingly have come from basic skills courses, requiring additional time and attention for problem solving, which Learning Center personnel are often unable to provide because of budget cuts. Although in the past faculty and staff have been able to document statistically significant improvement in student learning outcomes through tutoring, they are currently unable to do so because of the corruption of the Learning Center database, a problem that is too urgent to ignore. Learning Center personnel are also struggling with old technology; some staff computers are older than seven years. On the bright side, faculty and staff plan to incorporate the use of “clickers” with workshops, and when bandwidth is expanded at the Palmdale Center, the addition of distance tutoring will provide better access to this service for students.

The change in the ease with which faculty and advisors are able to refer students to Early Alert should allow for an increase in usage in the future, but for the fall 2010 semester, the number of faculty referring students to Early Alert did not change (*see Appendix for Early Alert Report – preliminary – fall 2010*). The deadline for submission of the referral was not extended, however, as it had been in previous semesters, so that fall 2010 should stand as baseline data, rather than be compared to previous periods. The greatest improvement to the Early Alert service was the use of over 200 Emails to students, primarily by Academic Skills learning specialists to provide instruction via this method, the analysis of which to be scheduled at the end of the term. Students served in this manner, however, were not able to be counted towards positive attendance numbers since LAC 901 is not currently a hybrid course. The Email method did contribute to reaching out and communicating with more students,

particularly those not able to physically come into the Center, and impacted the development of their self-awareness about processes in place to aid them.

Beginning Intersession 2011, Academic Skills learning specialists will cooperate with counselors from Counseling/Matriculation to provide innovative services to second semester probationary students to include a learning assessment battery, ILIPs, and targeted study skills workshops. Data will be collected to see if this cooperative approach leads to greater success and retention for this group of students.

Area 5: Data Analysis and Environmental Scan

- 5.1 Learning Center usage is high in terms of unique students, visits, and hours (*see Appendix – Learning Center Lancaster and Palmdale Usage Data Report*). It is anticipated that students in higher numbers will continue to seek Learning Center services due to the influx of students entering college from the workplace. Because of the current economic crisis, Antelope Valley College has wisely kept enrollment as flat as possible and cut or shifted funding, resulting in reduced Learning Center services and adjunct instruction; however, during this period of reduced operational service hours, the Learning Center has also seen a growing number of students in basic skills courses needing these services. Providing instruction to these students means that faculty learning specialists have had to concentrate more on basic skills and to reduce instruction to students in the transfer sequence, many of whom also need assistance in learning or study skills, a part of the state definition of “basic skills.”
- 5.2 Curriculum recommendations from the 2007 Program Review Peer Team included: promotion of LAC 900 and 901. Services are developed and implemented by individual centers within the Learning Center. A systematic plan for the Learning Center as a whole still needs to be created. As for hybrid courses, LAC 900 was recently approved by AP&P for such, and LAC 901 will be submitted next term. A stronger method for faculty referrals of students, another recommendation, has been established with the creation of the Learning Center Referral Form which faculty can access on the website and with the addition of Early Alert on the faculty menu of MyAVC. An evaluation of student needs continues to be ongoing via program evaluations and directed learning activities (DLAs). LAC 100 has been offered on different days and times consistently since 2007 to make it convenient for students to enroll. Plans call to make LAC 100 a hybrid course to allow greater access for Learning Center tutors who have full class and work schedules.

Other Peer Team recommendations include one for Student Learning Outcomes (SLOs) regarding continuing to work on SLOs, measuring, revising, and consulting with the Office of Institutional Research, all of which is ongoing. As for the team’s recommendation regarding personnel and support services, more needs to be done. The Peer Team recommended continued training for personnel. Although training continues for faculty and peer tutors, funding needs to be made available for classified staff to receive ongoing professional development. Another Peer Team recommendation was reclassification of tutorial specialists. This has not taken place. A recommendation for the hiring of more support staff and full-time ESL Learning Specialists has not been met, though faculty and staff continue to request such in documents, e.g. the Learning Center Master Plan, and orally when requests are solicited. Requests for funding for a Reading Learning Specialist resulted in the hiring of an Adjunct Learning Specialists who self-terminated after a short stay to accept a full-time assignment elsewhere. Recommendations by Learning Center faculty to hire adjuncts were carried out with basic skills funding since 2007. A final recommendation, to hire a permanent dean, was accomplished in July, 2008.

Continuing since 2007 is the ongoing need of Learning Center faculty to return previous Learning Center space now occupied by faculty from other disciplines back to the Learning Center. No such return has

occurred. Another recommendation from the Peer Team was more computers, updated computer printing capabilities, updated software, and WI-FI for student laptops. Computers have been added and software purchased; however, Learning Center printers for student use have not been replaced nor has WI-FI been installed.

Long-term recommendations for facilities and equipment by the Peer Team include the following:

Seek space in a modular unit to house Learning Center services.	Action since 2007: None
Seek a dedicated space at the Palmdale Center for Learning Center services and a stand alone building when the new campus is constructed.	Action since 2007: A shared space has been made available. No construction has begun on a new campus.
Seek to hire an evening part-time lab Technician.	Action since 2007: None
Find individual space within each center of the Learning Center.	Action since 2007: Office space for adjuncts was made available.
Buy new computers and software programs to meet "Best Practices" in basic skills.	Action since 2007: Computers and software programs have been purchased and are in place.
Purchase updated textbooks.	Action since 2007: Updated textbooks purchased for the Reading, ESL, and Math Centers.

Learning Center faculty and staff recommended in its 2007 Program Review that a systematic budget process be in place, one supported by the Peer Team members who also recommended that the budget be known to staff. The Director of Basic Skills has been meeting with tutorial specialists regularly since she was hired in 2009 to review and streamline the Basic Skills and District budget. This information is shared extensively in the Basic Skills Committee meetings, which includes a faculty representative of the Learning Center. The recommendation by Learning Center faculty and staff that funding be available at current levels and beyond as programs and services increase in size and scope was met to some degree with the availability of different funding sources; however, continued district funding is a factor.

	Reading		Writing		Math		Academic Skills		ESL		
	District	Basic Skills	District	Basic Skills	District	Basic Skills	District	Basic Skills	District	Basic Skills	Title V
2009 Weekly Hours	0	26	42	13	0	34	71	0	0	35	0
2010 Weekly Hours	0	22.5	54	7	0	22.5	74	0	0	30	3
Total hours:	0	48.5	96	20	0	56.5	145	0	0	65	3

Source: Learning Center Faculty Schedules

Too much reliance is on “soft” categorical funding for tutoring and adjuncts specifically in 09/10 soft money was prevalent for ESL, writing, math and reading tutoring. District money is prevalent in supplemental instruction and general tutoring. Adjuncts within the Learning Center were primarily paid from District funds during 09/10 school year. Increased funding for additional staff, supplies, and space as recommended by the Peer Team is incumbent upon future sources or the reallocation of funding. An evaluation of outside comparable tutor pay is necessary to determine whether competition is an issue for our peer tutors.

The Peer Team recommended faster, reliable technology for meeting the needs of today’s students and equipment that meets program needs. The purchase of new student computers since 2007 has met the latter needs, but network and server connection problems (disrupted interfaces between PCs) exist. These problems and the lack of a reliable database for usage reporting and SLOs assessment do not lend to “fast” and “reliable.” Safety issues have been addressed to an extent since 2007. A computer technician from ITS is assigned to maintain equipment until the computer technician position is unfrozen. Computer floor safety issues will be addressed by the hiring of the Clerk III in spring 2011.

Peer Team recommendations also included community outreach and program awareness. Since 2007, better referral methods have been developed for classroom and counseling faculty, Early Alert has expanded to MyAVC, and English Department connections have been strengthened via extended writing tutoring sessions for basic skills students, classroom and Learning Center orientations, in-class Writing Center tutors assigned to classrooms, English instructor visits to tutor training meetings, and the introduction of *SMARTHINKING*, a service that also reaches out across the curriculum to all disciplines. The creation of a Learning Center advisory committee, recommended by the Peer Team, has become an institutional priority, soon to be implemented. An awareness plan continues in development.

Area 6 SLOs and PLOs Assessment

- 6.1 SLOs for all LAC courses are in place and are being measured. However, assessment has not occurred. During Intersession 2011, Excel spreadsheets developed by each center within the Learning Center will be combined to provide a report on SLOs for LAC 900. The initial focus of the development of SLOs was on LAC 900, Supervised Tutoring, since it was felt it would be the most challenging to measure. While General Tutoring was able to show statistically significant improvement for most SLOs, it was found that there was not a significant improvement in one: student motivation. Originally, it was thought that students who self select to come to tutoring might already have a high level of motivation; however, a qualitative review showed that this was not the case. The difficulty was that tutors were not distinguishing between “desire” and motivation” in assessing the tutees. This resulted in a clarification in the rubric used to measure metacognitive development across the semester and a change in the nature and frequency of tutor training and norming sessions. Tutorial specialists for reading, writing, and math have been implementing various strategies to improve data collection and have held tutor training sessions in their respective centers on accuracy. *Professional training for both Learning Center staff and faculty to maintain currency in data collection and research methodology would enhance program analysis and evaluation.*

The assessment of student learning in Supplemental Instruction (SI) sessions has been problematic. Initially, a pre-post self assessment instrument was used, based upon the metacognitive rubric; however, it was found that, at the beginning of the semester, students rated themselves artificially high and more accurately at the close of the semester, resulting in “upside down” data. David Arendale, an internationally noted researcher focused primarily on Supplemental Instruction, was consulted and offered assurance that this was consistent with other research. The methodology was changed. Currently,

SI leaders score each session holistically on the rubric, excluding outliers. Analyzation of the data will depend on the development of the Learning Center database. Anecdotal evidence indicates that this new approach will be effective, however.

- 6.2 The consolidation of data for LAC 901 is difficult because the data is collected in several different formats. Three full-time faculty and six adjuncts teach LAC 901 in five centers. They are in the process of creating an instrument that can be used across all of the centers to make data collection and analysis possible. SLOs for remaining LAC courses were collected in spring 2010. LAC 100 reported one.
- 6.3 Fall 2011, both full-time and adjunct faculty expect to input SLOs for all courses, with the exception of LAC 901 for which work during Intersession will occur and reporting in the spring of 2011 will begin. Attendance at Faculty Academy events on SLOs is planned to expand faculty knowledge of reporting such.

Area 7 Collaboration with Other Programs

- 7.1 Central to the operations of the Learning Center is communication, collaboration, and consultation with students, academic and student service campus units, and community members. Since 2007, instructional partnerships include new developments. The use of Directed Learning Activities (DLAs) for tutorials helps to insure close connections to classrooms. The Reading Center, for instance, partnered with a Reading faculty member during summer 2010 to pilot short assignments for extra credit that encouraged students to seek tutoring which may have accounted for the dramatic increase in reading tutorials during the term. DLAs for Writing Center and Math Center tutorials help students become more invested in their classroom assignments. Also, many English faculty are requiring students to utilize *SMARTHINKING* online writing tutoring and to attach the revision strategies sent to them by the E-tutor to their papers. In addition to DLAs, the introduction of a journal for accelerated (eight week) English classes has had a far reaching effect; faculty in many instructional disciplines now also require their students to complete the journal with Learning Center activities as being central to journal content.

Native English speaking students with difficulties in academic grammar and sentence structure are being referred to the adjunct ESL learning specialist by fellow learning specialists and discipline faculty. ILIPs are created to provide individualized instruction and referrals to activities such as ESL workshops and tutoring. Based on skill levels, these students can receive assistance in both centers, ESL and Writing, increasing their chances for success in English 101 which corresponds to ILO 4, increasing the ability to solve problems using written communication. Promotion of this to Language Arts faculty takes place.

Faculty learning specialists serve on the Basic Skills Committee and Title V Grant Committee, both with the focus on developing a comprehensive basic skills program that serves both the Lancaster campus and Palmdale Center. AVC Foundation grants have been awarded for professional development opportunities for writing tutors to attend a conference of the International Writing Centers Association and to receive membership and attend an online workshop sponsored by the Association of College Tutoring and Learning Assistance. An Academic Senate grant for research of online tutoring services was awarded, resulting in the recommendation to purchase *SMARTHINKING*. Many Learning Center tutors have received Foundation scholarships. For the past two years, writing learning specialists have supported the AVC Foundation by providing personal statement workshops to strengthen students' skills for applying for scholarships and as an extension, to colleges for admissions. These specialists also support the Office of the Vice-President of Students Services by meeting students during a given term who have been referred to them for committing plagiarism, offering the students instruction on how to avoid such in the future.

State nursing grants impose certain conditions. The Learning Center, for instance, provides tutorials for nursing students and assessment of such is carried out systematically. LAC vocational courses for nurses

are in place and are evaluated by students each semester. The Math Center received five VTEA grants. The grants answered the requirements of the Carl Perkins Act of 1998, by providing skills through new vocational and technical courses, workshops, and learning resource materials.

Peer mentoring training across campus departments has taken place. Classroom mini-workshops continue to be offered by faculty learning specialists on topics requested by discipline faculty and vice versa in Learning Center student worker conferences. A very recent development, an institutional priority in the AVC Accreditation Study, will involve the creation of a Learning Center Advisory Committee, one that stems from the now defunct Writing Center Advisory Committee. Through the advisory committee, more opportunities for collaboration can be discovered.

Area 8 Outreach Activities

- 8.1 Every week, in a given term, faculty and staff members promote programs and services to campus and community entities via orientations, meetings both on and off campus, visits to classrooms and offices, Flex events, AVC outreach events, workshops, presentations, individual and group consultations, conferences, publications (schedules, newsletters, brochures), group E-mails, memberships on campus committees and community organizations, CRLA worksite observations, interviews, referrals, and special program activities for Summer Bridge, ICAN, SOAR, STAR, EOPS, AVID, College2Careers, Poppy Festival, Ponçitlan Square, and AVC Welcome Tables. In addition, visits from Taft College and Cerro Coso College have occurred with guests receiving tours and information.

The Learning Center connection to the high school AVID programs in the Antelope Valley continue; however, funding for AVID in Antelope Valley schools has decreased, resulting in AVID tutor training not being offered recently, though students are recommended to serve as tutors in their respective programs. Learning Center faculty plan to investigate ways of cooperating with local AVID programs since it is a highly successful program.

In spring of 2009, the Math Learning Specialist attended an Oxford University Round Table as a presenter and has also presented at conferences for the College Reading and Learning Association (CRLA), receiving the CRLA distinguished teaching award in 2008. The full-time Academic Skills Learning Specialist received national recognition for developing rubrics for learning assistance programs and for metacognition. Faculty learning specialists actively seek opportunities to share knowledge and information with others both off campus at conferences and on campus via Faculty Academy presentations.

Staff also have participated in outreach events. The Reading Tutorial Specialist was invited by SOAR High School's 2009 and 2010 Summer Bridge Program to present information on college expectations and study skills. The Writing Tutorial Specialist was a presenter at college-sponsored community events such as ICAN, I'm Going to College, and College 2 Careers events on the same topics.

In 2010, the full-time Writing Learning Specialist accompanied a Reading instructor to a meeting of Language Arts faculty at the Antelope Valley Union High School District Office to discuss AVC basic skills action plans. In addition, the specialist was a presenter at a meeting of the West Palmdale Kiwanis Club on the subject of basic skills. As a member of the Antelope Valley Hispanic Chamber of Commerce, she attends meetings when possible and announces Learning Center program information and AVC events. In spring of 2011, she will be a co-presenter with the adjunct writing learning specialist at the conference of the National Association of Developmental Education (NADE).

Tutoring courses, LAC 100 and 200, are advertised to the community at community events and in exhibits and brochures. Plans call for information to be available on the Learning Center website and dispensed to the community via invitations to Learning Center events and participation in meetings with community organizations.

Area 9 Goals and Objectives

9.1 Learning Center goals and objectives for the next three years can be found in the *Appendix – LC Goals*.

Area 10 Long Term Resource Planning

10.1 The Learning Centers have experienced a 13% increase in students served since 2007-2008 (see 4.2).

With the likelihood of continued growth in usage, program components such as personnel, equipment, facilities, and virtual services will require additions and, in some cases, modifications in order to meet students' demands for services in years to come. Also, significant long-term resource needs include moving from reliance on "soft" categorical funding to district funding, restoring and increasing district funding, and creating a separate budget for Learning Center services at the Palmdale Center.

Justification for Learning Center long-term resource needs are included in the table below with increased usage as the governing factor:

AV = Antelope Valley, **Adj.** = Adjunct, **F-T** = Full-time, **LC** = Learning Center, **LS** = Learning Specialist, **TS** = Tutorial Specialist

Items	Lancaster Campus	Palmdale Center	Justification
Personnel			
F-T Reading Learning Specialist	X		fragile students/low reading levels; reading now a graduation requirement, demand for services
F-T ESL Learning Specialist	X		demographics of AV/increasing ESL, AVC Student Equity Plan
F-T Learning Specialist		X	develop new program for unique needs of Palmdale Center
Adj. Learning Specialists	X	X	serving two locations; provide equal quality of service
10 to 12 months Writing LS	X		year round coverage, basic skills students needs
F-T Computer Technician (re-fill vacated position)	X		maintenance of computers and other equipment
F-T Clerical III (re-fill vacated position)	X		oversee front desk and LC safety issues, support for director and Early Alert program
Reclassification of Tutorial Specialists	X		para-professionals, under-classed in relationship to other tiers/levels/salary ranges
F-T Tutorial Specialist		X	to supervise and evaluate tutors/SI leaders, data collection and analysis
11 to 12 months Reading Tutorial Specialist	X		year round coverage, basic skills students needs
F-T Clerical III		X	growth of program 5 – 10 years
Half-time Tutorial Specialist– Academic Skills Center	X		increase Early Alert program tutors, growth of peer mentoring services

Items	Lancaster Campus	Palmdale Center	Justification
Tutors	X	X	serving two locations, additional stress; in-class basic skills tutoring a possibility for Palmdale
Peer Mentors	X	X	serving two locations, effective practice
Desk Assistants	X		cover all operational hours in each center; provide quality customer service
Equipment			technology improvements/modernization
Employee computer systems	X	X	Lancaster, older models, need replacement; Palmdale, for new personnel
Headphones for student use	X	X	many over 10 years, half not working/broken
PCs with webcams, microphones	X	X	facilitate distance tutoring, student use
SMARTboards	X	X	for tutoring and instructional use
Math tablets	X	X	for distance tutoring
Assistive technology		X	Kurzweil 3000, CCTV; OSD students' needs
Enhanced network connections	X		currently, server and PC connections unreliable
Facilities			safety/oversight of student activities
Additional tutorial/quiet study space	X		for safety-currently, cramped space when full
Additional workshop space	X		LC 104 limited in size; have had to turn away students fall 2010
Study carrels	X		some students prefer
Larger rooms for SI sessions	X		for safety-SI for sciences often overcrowded in space designated
Virtual Services			provide additional access/currency
TutorTrac data tracking	X	X	to improve data collection and assessment
TutorTrac whiteboard	X	X	for distance tutoring
Virtual desktop services	X	X	implications for tutoring and instruction
CCC Confer, video conferencing	X	X	implications for tutoring and instruction
Streaming video	X	X	for instruction
SMARTHINKING	X	X	for online tutoring across disciplines

Learning Center 6-10 year goals:

1. Develop Palmdale Center into a one-stop cross curricular learning center, fully-staffed and equipped.
2. Develop an Associate's degree in tutoring and learning assistance.
3. Develop an area certificate in tutoring to include all LAC transfer tutoring courses.
4. Expand opportunities for professional development for faculty, staff, and tutors.
5. House a research office with resources such as books, periodicals, videos, etc. in the field of tutoring and learning assistance.

Learning Center Long-term Vision 10 years and beyond:

Faculty and staff participated in the design of the Learning Center in the future High Tech Center which includes a vision of universal design, one that accommodates every potential visitor's abilities and disabilities, is user-friendly, accessible, safe, with clear signage and no external barriers, and offers a wide variety of assistive technology. The design is consistent with adjustable furniture and lighting, window shades, document holders, and contains colors that enhance learning and does not detract from it. Considerations include projected AVC growth as 23,000+ students. Wireless and wired network and internet access is available as are online services and one or more classrooms equipped for video conferencing.

Area 11 Recommendations and Comments

- 11.1 There are no recommended changes to the Educational Master Plan at this time.
- 11.2 One addition to the program review process would be to provide Faculty Academy events before the document is due which address the process and make it possible for questions to be asked and information shared among all faculty, not just those from one's own discipline. Another is to mentor key faculty who are assigned the task of overseeing document preparation and also to provide examples of quality work with which to emulate.

Appendices:

Spending Charts

Learning Center Referral Form

Comparison between In-Class Tutoring and Traditional Classroom Setting for Increasing Success in Remedial Math Courses

Student Success Rates for English 095, 097, 099, 101

Study 4: SMARTHINKING GPA Comparison

Agendas: Student Worker Conferences

Learning Center Program Review Survey 2010 AVC Students

Learning Center Program Review Survey 2010 AVC Employees

Learning Center Lancaster and Palmdale Usage Data Report

Table 1 – General Tutoring Usage Data Report

Table 2 – Supplemental Instruction Usage Data Report

Early Alert Report – preliminary – Fall 2010

LC Goals

Instructional Multimedia Center Program Review

Area 1 Mission

- 1.1 "The mission of the Instructional Multimedia Center (IMC) is to deliver quality education responsive to the needs of the college community and to facilitate open access and achievement by offering students, staff, faculty, and administrators a personal approach to academic success through independent study, computer-assisted tutoring and alternative modes of instruction, and providing effective solutions to multimedia and communication."

According to a 1994 Software Publisher's Association (SPA) study cited at the Department of Education's 1995 forum, "Educational technology has a significant positive impact on achievement in all subject areas, across all levels of school, has positive effects on student attitudes, and technology makes instruction more student-centered. Students are unique in their personalities, cultural experiences, values and abilities. Different students prefer different learning environments and have different learning modalities. Institutional success of its mission to place student success and student-centered learning as our number one priority through higher educational standards and innovative programs depends heavily on services provided by the Instructional Multimedia Center to address and deliver differing learning modes to these differing learning styles. The Instructional Multimedia Center is successful in assisting students through the task of learning by providing a variety of learning approaches so that the differences can be recognized and provided for in each classroom and learning environment on campus. Understanding how students learn, interact with, and process information guides the IMC to modify the way information is presented information so that all students have an equal opportunity to succeed.

External attention to learning modalities has increased significantly in the past two decades and the technology provided by the IMC effectively addresses alternative modes of instruction by providing equipment and services that allow students to concentrate on, process, and retain information through visual and auditory means supporting the institutional vision, "to provide quality education that enriches lives and builds futures." Whether students take what they learn at AVC to a university or the workforce, the need for strong technology skills to succeed in the world of work alone is a compelling reason for implementing and keeping technology current.

Open access to computers, presentation software, the internet and a wide variety of multimedia and multimedia equipment, and services such as podcasting is provided to extend learning beyond the classroom to re-enforce learning anytime, anyplace. Providing alternative learning delivery methods levels the learning field for all students and makes life-long learning a reality.

The mission of the Instructional Multimedia Center is achieved by focusing on two stated Program Learning Outcomes and Instructional Multimedia Center Student Learning Outcomes, which directly relate to the Institutional Learning Outcomes.

Area 2 History

- 2.1 Traditional teaching and learning strategies are becoming increasingly less effective with a generation of students that has instant access to information, is accustomed to managing its own acquisition of knowledge, embraces the roles of content producer and publisher, and has access to ubiquitous amounts of information 24-7.

In this interconnected world, with access to powerful technology and access to a worldwide community, new models of teaching and learning are possible and necessary. To address the need to create new ways of engaging students to achieve, the IMC works with faculty and staff to develop new technologies on campus based on what is known about the learning styles of students. IMC holds the potential to leverage the power of new technologies that provide new opportunities to learn.

The challenge for the Instructional Multimedia Center is to provide support for teaching and learning that incorporates the technology students use in their daily lives to enhance their learning experience and solve real-world problems, while hindered by limited budgets, an infrastructure that is often denied or unavailable and access to new computer technologies denied by an IT program still largely entrenched in old technologies.

In fall, 2006, the Instructional Multimedia Center introduced podcasting to the campus on a trial basis. In spring, 2007, the IMC continued to move forward with the podcast service and developed an independent podcast Web page which is linked to the official AVC Web page.

Since its initial inception, podcast usage has grown from two instructors and three classes of lectures to ten instructors and 18 classes offering classroom lectures to re-enforce learning and provide for test preparation, background information for students to access outside of class (which allows classroom time to be focused on discussions and deeper exploration of content) and in-depth class demonstrations -- all provided by innovative educators who are using this technology to help meet students' academic needs and to help them achieve 21st century literacy. Several of these instructors have ordered iPods and other MP3 players for student use to encourage and ensure this technology-enriched learning opportunity is available. In addition, there are ten podcasts representing campus departments, organizations and events, as well as an instructional series covering topics such as multimedia equipment use and downloading podcast content from iTunes to an MP3 player.

Podcasting meets the mobile and media-rich learning styles of today's students and allows them to learn as they live -- on the go -- at different times and locations with the added convenience of watching the content as many times as they need.

In 2009, five Intel-based iMacs were purchased for open-lab student use within the Instructional Multimedia Center. The intent was to provide hardware designed with all users in mind, including those with special needs, and offers a rich set of built-in accessibility features that can be customized for each student. This means that the same hardware can serve everyone no matter how diverse their needs or with which platform they are comfortable while saving the IMC thousands of dollars on equipment purchases. The Intel-based iMacs can run dual platforms - OSX for Mac users (multimedia and graphic needs) and Windows for PC users. One or the other

platform can be used, or both platforms can be available side by side. For special needs students, the iMac technologies include: Text to Speech (visually impaired), Display Adjustment (switching display to white text on black background to enhance readability), Voice-Over, Zoom (magnifying screen up to 40x), Cursor Scaling, Speech Recognition Universal Access Hearing preferences; (deaf and hearing impaired), QuickTime closed captioning support, and a built-in camera to communicate via sign language.

Area 3 Curriculum

- 3.1 Technology is used to support and assists the instructional program and enhance the college mission by contributing to employee growth, administrative efficiency, curriculum development, and instructional delivery. The Instructional Multimedia Center enhances student success by providing faculty and staff training opportunities to improve and expand the use of appropriate technology to enhance the efficiency and effectiveness of instruction. The IMC supports different learning styles and thereby empowers all members of the campus community to contribute to the educational goals of the college.

The Instructional Multimedia Center directly supports teaching and learning by providing services to faculty on the Lancaster campus and at the Palmdale Center. The Instructional Multimedia Center meets curriculum needs through instructional development services, equipment circulation, media circulation, college-wide event support, CD duplication, DVD recording and duplication, media reserve, media brochures, collection development, consultation/recommendation for equipment purchases, videoconferencing, satellite downlinks, and podcasting. IMC also provides a wide variety of instructional graphic support including digital imaging services and specialized lecture support illustrations, charts and diagrams, equipment and software training, comprehensive audiovisual repair and maintenance support services, assistance with film/video rental and media previewing, multimedia and research support for students fulfilling curriculum requirements of Center lab use, and an opportunity for faculty to request and use multimedia purchased by the and housed in its multimedia Library.

In addition, the Instructional Multimedia Center provides extensive production resources such as production for instruction, recruitment and public relations, editing and postproduction services. Instructional Multimedia Center provides camera-ready art for the college catalog and printed recruitment and public information materials. It also arranges for broadcasting of distance education to the community over cable television. The Instructional Multimedia Center provides mass duplication services for media-based curricula in programs such as foreign language, and classes with recorded lectures and materials.

Over 6,000 pieces of multimedia across all disciplines support AVC's academic and vocational programs. Development of the multimedia collection is addressed in a systematic collaborative manner to support instructional programs and cultural activities. The Instructional Multimedia Center Coordinator works closely with instructional faculty to develop and maintain a collection that meets the needs of the curriculum. Media purchases are based on curricular and student learning needs. The coordinator documents instructional equipment needs and proposes equipment purchases, upgrades and replacements in consultation with the Instructional Resources dean, faculty and administrators.

The Instructional Multimedia Center provides two smart classrooms equipped with videoconferencing and satellite technology to enhance or provide classroom instruction. The nursing program meets twice per week in BE 132, executes a videoconference with students in BE 118, and records the classroom content which is offered later that day in podcast form. Interactive video technology brings students together with the world. Podcasting can make classroom lectures and materials available on-the-go through technology that students use daily, like computers and MP3 players. By using technology, a teacher can expose students to people, places, and experiences without the traditional restrictions of time or geography. Students can be taken around the world, but be home in time for lunch! They can be in class 24-7 and study lectures and materials as many times as they like.

The IMC Webpage and the Instructional Multimedia Center page on myAVC support access to the IMC multimedia catalog, IMC forms, lists, lists of new media, hours of operation, the IMC mission statement, the IMC Policy and Procedure Manual and copyright laws with interpretations to both the Lancaster campus and the Palmdale Center and other remote users.

Area 4 Student Support and Development

- 4.1 Based on decades of use in schools, on findings of hundreds of research studies, and on the everyday experiences of educators, students, and their families, "properly used, technology can enhance the achievement of all students, increase families' involvement in the students schooling, improve teachers' skills and knowledge, and improve school administration and management" (Dept. of Education).

Studies show that technology increases student comprehension, motivation, attitude, retention, study skills, and improves placement in jobs. The Instructional Multimedia Center supports and assists students and the instructional programs by offering an alternative approach to academic success through podcasting, independent study and media-assisted tutoring which encourages a student to become more active and independent in learning, by offering alternative modes of instruction to address different learning styles. The IMC provides instructional multimedia resources in many formats to guide and assist students in understanding and learning course subject matter; to assist students in achieving their academic goals; to help prepare them for their future educational experiences; to help students learn effective study habits; to provide them with the technology skills for the 21st century workforce; to encourage independent life long learners; and to help students make their educational experience at AVC a successful one. Instructional multimedia resources and their ability to reach varying learning styles and goals are essential for student success.

Effective student and learning support is accomplished by providing a variety of multimedia resources, including a multimedia collection containing over 6,000 pieces of multimedia and materials covering all disciplines. Four small collaborative group study/media rooms provide access to DVD and video multimedia. Three of the rooms seat three to four students each. The fourth seats five to six students. Ten individual workstation carrels located in the Instructional Multimedia Center lobby are equipped as an open lab with five PC computers and five iMac computers. All computers have Internet access, CD/DVD players, and all are connected to a printer offering black & white prints and is the only area on campus providing color printing to students.

Services to disabled students are a priority at the Instructional Multimedia Center. Special equipment includes iMac computers that are equipped with innovative technologies that conform to a student's disabilities, empowering the individual and making technology accessible for everyone. However, as yet the ITS has not provided the necessary access level required to permit the IMC staff to make these technologies available to the students. Collaborations between Disabled Students Services (DSS) and the IMC are ongoing. The IMC staff has worked closely with the Access Technology/Alternative Media Specialist to ensure that as many materials as possible were captioned and accessible for students with disabilities through a project to caption existing videos within the collections, and purchase closed-captioned or DVD equivalents. The grant-funded project provided a way for the Instructional Multimedia Center to augment the video collection during a time when budgets were limited. Closed captioning not only addresses access issues for hearing-impaired students but also helps students who are not fluent in English. Disabled access is available at the entrance, at the carrels and in the group study media rooms.

The multimedia collection has been partially converted onto the Horizon system to allow students to search the collection from any computer with Internet access. The electronic catalog provides basic bibliographic information. The Tech Ed division has placed a large Fire Technology multimedia collection in the IMC for which the Instructional Multimedia Center developed a Fire Science brochure providing titles and accession numbers to faculty and students. Copies of locally-televised telecourses are available in the IMC for student viewing and check-out. Faculty created CDs and DVDs are available for student use, duplication, and in some cases, check-out.

A reserve section for faculty-purchased multimedia is also maintained for student use. Faculty can place multimedia on reserve for student viewing in the IMC for up to one year duration with unlimited time extensions. Currently reserved media includes Biology classroom lecture videotapes, dissection illustration videotapes, dance videos, music appreciation CDs and DVDs, CPR instruction and ESL audiotapes.

The Instructional Multimedia Center provides crucial multimedia and research support to students' writing papers and/or fulfilling Physical Education, Music, and English as a Second Language, Spanish, and Sign Language curriculum requirements. All computers are loaded with Microsoft Office to afford students the opportunity to type and print their papers while in the Instructional Multimedia Center and to prepare PowerPoint presentations.

Assistance is provided to students who lack the background and skills necessary to use technology equipment or software. The Instructional Multimedia Center staff answers technical questions about computer use, software, and access to the Internet and podcasts. Students are encouraged to come to the IMC for assistance in basic computer skills, such as using e-mail, myAVC, printing PowerPoint slides, viewing podcasts and the Internet.

The Instructional Multimedia Center provides mass duplication, as needed, of foreign language lab and lecture audiotapes, CDs, and DVDs (Physiology, Anatomy, Biology, EMT, and Nursing). Students may bring in a blank cassette for free duplication or may purchase

prerecorded tapes, CDs and DVDs at a nominal fee.

Two "smart" classrooms equipped with videoconferencing and satellite technology to enhance or provide classroom instruction are available within the IMC. The nursing program meets twice per week in BE 132, executes a simultaneous videoconference with students in BE 118, and records the classroom content that is offered later that day in podcast form.

Podcasting is a new and exciting technology that transforms teaching and learning. It is growing in popularity with students across campus as more and more faculty find ways to use it. Podcasts enable students to review background information outside of class, providing them with remedial practice of challenging concepts, test preparation, demonstrations that provide one-on-one tutoring between student and teacher, and additional curriculum discussions. Podcasts offer teaching and learning beyond the college campus to "anytime, anywhere" access with the advantage of re-listening to the information as many times as needed -- all for zero cost to the student.

The Instructional Multimedia Center is a support service that strives to help students achieve their goals whether it be obtaining and keeping future jobs in the workforce, preparing to transfer and with the necessary tools to be successful at a university, or providing the necessary skills to pursue life-long learning independently. The Instructional Multimedia Center hires approximately 20-25 student assistants per year. Due to limited classified staffing, the Instructional Multimedia Center depends heavily on the student assistants. Student employees receive a vast amount of training and experience in visual, oral and written communication, project management, creative problem solving, teamwork, technology skills and self-learning skills as well as work ethics, professionalism and self-confidence.

Often, employment in the Instructional Multimedia Center is a student worker's first introduction into the workplace. Much of the learning takes place through IMC employees modeling positive and appropriate professional behaviors. Student workers are assessed on a daily basis and take part in monthly departmental meetings. Meetings give the student worker an opportunity to suggest changes and additions to IMC services and to thoroughly discuss workplace issues.

Two display cases outside the Instructional Multimedia Center are planned and prepared by the Instructional Multimedia Center to communicate special events, issues and services. This often involves collaboration with various departments. The displays include a coordinator-prepared bibliography or Webliography and media that tie the themes, issues and images to the curriculum and Instructional Multimedia Center resources. The IMC strives to maintain the maximum number of open hours as budget and staffing levels permit.

Area 5 Data Analysis and Environmental Scan

- 5.1 A process for evaluating the effectiveness of innovative uses of technology in education is crucial, though not always easily measurable. However, to ensure that students are properly served and to justify the commitment of resources, evaluation methods have been used and the results integrated

with our planning and budgeting. Statistics measuring equipment, media, service and repair usage are recorded on a daily basis. Constant interaction with faculty, staff and students provide a great deal of anecdotal information as well.

In the past, the IMC has depended heavily on qualitative data. However, since the change in accreditation requirements, the IMC is striving to provide more quantitative statistics in conjunction with the qualitative data. For example, a more effective database is being created to record usage of IMC equipment, media, service and repair. Emphasis is being placed on documenting all facets of the IMC. In addition, IMC surveys (one for faculty/staff, and one for students) were conducted spring, 2011, semester.

Service	2007	2008	2009	2010 (as of 1/1/10)
Pieces of equipment used	6,397	7,193	7,714	8,945
Pieces of media used	8,422	8,820	8,873	9,750
Students using the IMC	6,287	7,140	7,686	9,890
Podcast categories	08	27	38	47
Lectures/materials published as podcasts	487	587	686	1,180
Event requests	692	767	850	1,250
Room usage by event (BE 132 & BE 118)	159	178	254	280
Room usage by person (BE 132 & BE 118)	1,595	2,764	3,280	3,460
CD/CR/DVD duplication/label	1,735	1,863	1,891	2,152
Graphic requests	902	1,027	1,032	1,339
Trouble calls/repairs	9,588	11,443	14,430	TBD

Area 6 PLOs and SLOs Assessment

- 6.1 Program Learning Outcomes: Instructional technology will be available and support all learning styles. Students will use technology to achieve new levels of learning, reach their educational goals, and become successful members of the technology-rich workforce of the 21st century. Students will replace technology-anxiety with a greater understanding of technology, its benefits and uses; and embrace technology as they pursue life-long learning and exercise critical thinking skills.
- 6.2 Student Learning Outcomes: Students will gain awareness of multimedia technology and resources available to them in the IMC. They will become comfortable with, and successful at, using multimedia technology at their own pace. They will develop and improve their learning skills and practice learning strategies to achieve academic success and succeed in the world of work.

Instructional/Multimedia technology has proven to be invaluable when it comes to increased student comprehension, increased motivation, improved attitude, improved study skills, improved student retention, increased and independent learning, and as preparation for the diversity of technology functions used in the modern workforce. Technology helps students achieve new levels of learning, and in turn, helps them successfully reach their educational goals, workforce goals, and life-long learning goals. Technology levels the academic playing field, regardless of time, geographical location, disabilities or learning styles.

Quantitative assessment of technology's effectiveness in a student service and support area is not always a simple matter. Service areas have no exams or end of semester surveys. However, quantitative data will be gathered through a 2011 survey and statistics tracking student use of

instructional multimedia equipment, materials and services. Qualitative data have been gathered through student use, student demonstrations, student products, and from anecdotal information.

Survey information can be very helpful if we are fortunate enough to get a great deal of involvement from the campus groups. In 2005, a hard copy survey was given to all students, faculty and staff visiting the IMC, and was given to students in a number of random classrooms. The information garnered from the survey was quite helpful. A spring 2011 survey will be offered to all campus groups through *Survey Monkey* online and hard copies will be given to each classroom using podcasting (to ensure information specific to podcast use will be returned) to evaluate and improve the effectiveness of this service on the learning experience. The Institutional Research Department will assist the IMC with questions, which will provide the necessary answers to further improve IMC services. Overall, results from all information gathered will help guide the IMC in evaluating its services and provide guidance to improve existing services and add new services.

A truly useful and effective method of gathering statistical information is still being established in the IMC. The current system requires a great deal of time manually entering information into a database that is wrought with bugs and problems. The IMC staff does not have access to corrections or modification of the database as a Learning Center student worker who is no longer on campus developed it. As a result, the IMC staff is in the process of creating a new database for statistical use based on FileMaker Pro software. It is hoped when completed the new database will simplify and increase the accuracy of tracking statistics and preparing reports. Staff shortage and increasing student worker shortage have creation of the new database greatly delayed.

The last faculty/staff and student surveys were conducted in 2005. The 2005 student survey identified which services were used the most, how effectively the services were performed, and the benefit students gained from the services. The survey allowed students the opportunity to suggest services that were not currently available and/or allowed students the opportunity to suggest improvements that could be made to enhance the IMC services. Findings from the 2005 surveys were taken and the information used to improve and enhance IMC services and create service where needed.

One of the most pronounced issues gleaned from the 2005 student survey was that only a small percentage of students surveyed knew that the Instructional Multimedia Center even existed. As a result, the IMC now participates in the first week of the semester "welcome" activities, held in the quad area. IMC-labeled pencils and informational *IMC Student Pocket Guides* are handed out during the welcome activities. Faculty is encouraged to bring their classes to the IMC for tours. The IMC provides a mini-theater in BE 118. Usage of the two classrooms has increased 55% since 2007. Statistics show there has been a 57% increase in the number of podcasts published from 2007 to November 1, 2010.

Area 7 Collaboration with Other Programs

- 7.1 From duplicating a CD for a student to videotaping the college president, the IMC collaborates extensively with all constituents and groups on-campus and off-campus to support all facets of instruction. Instruction is at the heart of the IMC, as its title confirms.

The Instructional Multimedia Center staff work collaboratively with faculty to meet curriculum

needs through the production of instructional multimedia tools which provide an exciting and meaningful learning experience. The purchase of multimedia and multimedia equipment is based on curricular and student-learning needs as determined through discussions with faculty. A wide variety of collaborative processes with faculty include: equipment and multimedia circulation; college-wide event support; CD and DVD burning and labeling; DVD and video recording; individualized multimedia brochures, multimedia and reserve collection development; consultation/recommendation for equipment purchases; videoconferencing, satellite downlinks, and podcasting services; equipment, videoconference and podcast training; and comprehensive audiovisual repair and maintenance support services.

Extensive time has been spent since 2007 perfecting the podcast service. This service, in particular, was developed hand-in-hand by math/science faculty and IMC staff collaboration against daunting odds. However, the project did succeed and is growing. Currently, the nursing program meets twice per week in BE 132 and conducts a simultaneous videoconference with students in BE 118. The classroom content is recorded and provided later that day to students in podcast form. Likewise, nine additional instructors now record and provide class content for 15 classes in podcast form. Patience and diligence on the part of the initial group of developers has produced significant results. From 2007 to November 1, 2010, podcast topics increased by 37.6% and the number of published podcasts increased 57.4%. IMC staff collaborated with the Distance Education Committee to write the podcast plan, policy, and procedures.

ITS is still resistant to load the free iTunes software on campus PC computers. Without iTunes, students, faculty and staff are prohibited from using the podcast service on campus unless they use the five Mac computers located in the IMC for open use. This resistance has also prevented inclusion of the podcasting service into iTunes U, a powerful distribution system specifically designated for educational use -- an innovative way to get educational content into the hands of students. Originally offered only to universities, iTunes U is now offered to K-14, as well. iTunes U not only represents prestigious campuses such as, Stanford University, Cal State Berkley, University of California, and UCLA, but also California Community Colleges such as Santa Monica, De Anza, Cuyamaca, and College of the Sequoias, just to name a few. AVC was the first California community college invited to be included for free, as a test site, in the early stages of the iTunes U expansion. There is now a cost involved with becoming part of iTunes U.

Maximized success of the podcast service requires a collaborative effort between ITS and the IMC. The greatest challenge appears to be differing visions and goals between the informational and instructional technologies.

Similarly, the IMC must collaborate with ITS to provide multimedia equipment in the classrooms. However, ITS has declined every request the IMC has made for greater access to the laptops that are the heart of the multimedia set-ups. This has proved to be frustrating for the end-user and the IMC. In a situation where the end-user is experiencing difficulty, they will have to make two calls: one call will be to the IMC since the majority of the equipment falls under the responsibility of the IMC; however, if the laptop is in any way involved, the end-user must also call ITS as the IMC has not been given any greater access to the laptop than the end-user. Multimedia equipment used independently is a "lower level" of technology use, ie., a VHS/DVD player connected to a television. However, the more common usage of multimedia equipment nowadays is a combination

of an LCD projector, VHS/DVD player, Internet, speakers, and laptop. The technologies are used simultaneously with the computer directing the changes. This is the multimedia technology built into most classrooms on campus -- technology that the IMC is tasked to maintain in working condition, but for which full working access has been withheld.

The graphic artist collaborates with all campus programs, and departments, divisions to support instruction through the creation of specialized illustrations, charts, and diagrams; and maps, announcements, and signs. Similarly, the graphic artist collaborates with on-campus groups for events such as Octoberfest, fashion shows, theater productions, the AVC Advancement and Foundation office and Public and Governmental Relations office to produce a wide variety of community outreach and fund-raising materials. The tasks are varied and detailed, which also require close working relations with those individuals in charge of the project including outside printers.

Because the IMC collaborates with so many different areas and groups, it is difficult to fully outline the extent of involvement. However, a few additional collaborative examples follow:

Human Resources

- Provide equipment and room for management training videoconferences
- Host management training videoconferences, requiring collaboration between CENIC and the IMC; the IMC and other involved California Community Colleges, and the IMC and the Human Resources department
- Provide multimedia equipment for the hiring committee interview process

President's Office

- Record Board of Trustee meetings and publish as podcasts
- Videotaping of the President's campus dialogues
- Community activities such as SB70 meetings, Antelope Valley Partners for Help annual presentation, and Antelope Valley Walk of Honor (2007-2009) presentations; this requires the IMC technician to collaborate with a wide variety of community members and dignitaries to film and produce multimedia, and provide technical support for presentations and workshops.

Academic Affairs/Student Services

- Camera-ready art for the college catalog and printed recruitment and public information materials

Area 8 Outreach Activities

8.1 The IMC is periodically asked by administration to provide support to community organizations. IMC technicians provide filming and multimedia development, as well as technical support for presentations, workshops, and special speakers. The IMC provides this type of support services for the Antelope Valley Partners For Help annual presentation of its organizational services, successes, and highlights of individual organization divisions.

Until this year, these services were also provided to the City of Lancaster's Walk of Honor, where the technician gathered and prepared footage of test pilots and astronauts for the annual presentation of the years' honorees.

Recently, the technician worked with SB70, a large body of community organizations, AVC, other community colleges, high schools, and business leaders, searching for ways to stimulate excitement for learning at the K-12 level. The technician provided the SB70 body with filming and multimedia development, and technical support of special speakers, presentations, and workshops. A variety of clips will be pulled from the videotaped meetings and published as podcasts for training purposes and general review.

It is an added strain on the IMC to provide support for outside organizations with an already stretched staff. Although the IMC staff would like to be more involved in community support, time spent with the community reduces support to the instructional needs of the campus.

As the IMC staffing issues are resolved, there are many useful ways the IMC could support the community. One example would be to make videoconferencing available for a user fee. The IMC has already received numerous requests for use of the videoconferencing system. The IMC will only be able to support outreach on a minimal basis until additional staff is hired.

Area 9 Goals and Objectives

Goal: Establish independence from ITS in regards to computers/laptops used in the IMC (similar to the Learning Center). Create a one stop process and eliminate the confusion for the end-user.

Objective: Gain access and administrative password to computers used with multimedia.

Time Frame: Fall 2011. The meeting of this goal is a high priority to the IMC.

Justification: The IMC requires administrative access to computers to troubleshoot and correct problems in a swift and efficient manner. Ultimately, it is instructors who remain frustrated, and students who continue to be denied the ultimate learning experience when multimedia technology cannot be depended on.

Goal: Ensure maximum utilization of Mac computers in the IMC by using both Windows XP and Leopard operating systems.

Objective: Advocate for ITS support of iTunes on campus computers and support of dual-platform Apple computers campus-wide.

Time Frame: Fall 2011

Justification: This is a substantial cost-saver. Mac dual platform computers provide two computers in one and provide the strongest stability on the market today. It is the IMC's goal to offer student-centered, learning-centered multimedia equipment. Similarly, the campus is using podcasting as an instructional tool and to increase administrative and campus efficiency to a greater degree each semester. It doesn't make sense **not** to have the ability to use podcasting on-campus.

Goal: Complete conversion of multimedia collection to Horizon.

Objective: Facilitate campus community search of multimedia holdings

Timeframe: One year.

Justification: Multimedia holdings should be available on the web.

Training needs to be continuous and available on an as-needed basis -- instant access. The IMC's objective is to provide training that incorporates the multimedia technology used in classrooms and that faculty and students use in their daily lives to enhance learning.

Goal: Purchase equipment to provide additional smart-carts to accommodate growing usage across campus.

Objective: To purchase the components to build three smart-carts.

Time Frame: One smart-cart per year.

Justification: The IMC provides support to the entire campus every hour it is open. Due to decreasing budgets and wide span of needs, multimedia equipment purchases and replacements have not been able to keep up with demand. As a result, the IMC currently has one smart-cart to meet the need of hundreds of instructors and thousands of students. Even though many classrooms are now equipped with multimedia boxes, components break and are occasionally stolen. When this happens (and it has happened in numerous cases) the portable smart-cart becomes the temporary fix. For classrooms that do not have equipment installed, it is the only option to provide multimedia support.

Goal: Ensure all IMC communications are up-to-date.

Objective: Update IMC Policy and Procedure Manual.

Time Frame: Update draft to be completed by August 31, 2011

Justification: The IMC Policy and Procedure Manual is a guide for IMC employees. This guide helps the IMC maintain consistency in service and is also used as a training tool for new employees.

Goal: Increase usage of IMC services at the Palmdale Center

Objective: Promote IMC services at the Palmdale Center.

Time Frame: Spring 2010 - Spring 2011. The IMC has already purchased multimedia and has installed four DVD/VHS integrated pieces of equipment with flat screens for student use. Each classroom has multimedia boxes installed.

Justification: The Instructional Multimedia Center enhances student success by providing faculty and staff training opportunities to improve and expand the use of appropriate technology to enhance the efficiency and effectiveness of instruction and differing learning styles and thereby empowering all members of the campus community, including members of the Palmdale Center, to contribute to the educational goals of the college.

Goal: Upgrade BE 132 with a multimedia box to accommodate flex training for proper use and care of portable multimedia equipment and the multimedia boxes installed in the classrooms.

Objective: Ensure policies are current and widely communicated

Time Frame: A purchase request has been submitted to the Title V coordinator to purchase the necessary equipment. If funded, the equipment will be installed as soon as it is received.

Justification: User-error accounts for a majority of trouble calls received by the IMC. Proper training on the equipment is imperative to diminish this number.

Goal: Provide flex training on exploring the uses of podcast technology.

Objective: Establish a video-training series in podcast format

Time Frame: To be implemented in the fall, 2011 semester and continued on an on-going basis.

Justification: Podcasting is a powerful instructional tool. Create sustainable, robust and reliable systems for delivering multimedia resources within a determined standard environment.

Goal: Identify quality of service perceptions and service needs.

Objective: Survey faculty, staff and students on a bi-annual basis.

Time Frame: A survey will take place prior to the end of the spring, 2011 semester. Surveys will continue on an annual basis at a minimum, and a semester basis, preferably.

Justification: Surveys will provide the necessary information to direct improvements and efficiency

in IMC service and purchases.

Goal: Facilitate podcast use by campus community.

Objective: Pursue campus use of iTunes U.

Time Frame: Fall 2011

Justification: iTunes U will provide a higher level of consistency, and greater stability, as well as provide useful and accurate statistics.

Goal: Facilitate maintenance and increase efficiency of classroom technologies.

Objective: Standardize multimedia equipment purchases across campus.

Time Frame: Fall 2012

Justification: Standardization of equipment will prevent consumer brand/level of equipment from being purchased that cannot be repaired and will ensure consistency of use and repair across campus.

Goal: Update videoconference equipment and software.

Objective: Offer latest technologies in all IMC services

Time Frame: As budget permits.

Justification: The IMC videoconference software and equipment is grossly outdated.

Goal: Provide equipment and support for faculty and staff created multimedia projects (Staff Resource Center in BE 132).

Objective:

Time Frame: 2012.

Justification: There is no standard of multimedia equipment across campus. For the sake of meeting students' need for technology in the classroom, AVC should have a fully equipped area available for faculty to create their multimedia. The IMC is the most obvious place for this to be housed so that faculty can be assisted, as needed, by those who know multimedia the best and can be of the most effective help.

Goal: Create a database on FileMaker Pro for statistical information.

Objective: Fall 2011

Time Frame: Currently working on this project.

Justification: Greatly in need of a more effective way to accumulate usage and repair statistics.

Goal: Ensure that IMC staff is fairly compensated for level and quality of work performed.

Objective: Position reclassifications

Time Frame: Reclassification process has been suspended due to budget crisis. Position reclassifications would be submitted the first year it is made available.

Justification: Employees job descriptions should accurately describe the duties they perform on a daily basis to avoid confusion, ensure proper pay-level and for future hiring purposes.

Area 10 Long Term Resource Planning

10.1 Long-term resource (faculty and staff) needs over next four years:

- IMC Technician
- Clerical Asst. II
- Training budget for IMC staff.

10.2 Facilities, Equipment and Technology Needs (four years):

Technology is an ever-changing field, and as such, it is difficult to name specific needs four years in advance. There may be technology needs that have yet to be explored.

- Repair budget that will allow for backup equipment/part purchases as well as an adequate amount for repairs campus-wide.
- Multimedia budget to update multimedia for circulation and to purchase multimedia for the Palmdale Center.
- Software budget to meet need of maintaining updated computers for student use in lobby, keep circulated laptops upgraded, and maintain upgraded software on IMC employee computers, video conversion/editing ability, podcast computer, editing computer, etc. to ensure interactivity between all computers.
- Replace outdated videoconference equipment with new HD equipment and purchase annual software upgrades.
- Annual Shutterstock subscription (\$2,200.00).
- Portable podcast units
- Smart carts
- Laptops (for circulation and to fully equip BE 132 for interactive faculty instruction and employee training)
- Incorporate Central Control Station in the IMC to monitor, remotely control, and address minor problems of LCDs.
- High quality VHS to DVD converter to enable becoming a VHS-free campus
- DVD Blu-ray players
- HD video cameras
- CD/DVD burner
- Office copy machine
- Multimedia station for faculty production/creation of multimedia
- Tabletop videoconference system
- Additional space for student viewing, equipment storage, podcasting, and multimedia station for faculty.

Page 47 added after being reviewed by the peer review team.

Area 12: Report to the Board of Trustees

The attached Program Review Report is submitted on behalf of the faculty and staff of the Division. It includes detailed program information from and about the AVC Library, Learning Center (LC), and the Instructional Multimedia Center (IMC).

This Report documents the history and progress of the IRES Division since its last Self-Study in 2007. Each department has reflected on and responded with updates to the recommendations submitted by the 2007 Peer Report. Accomplishments over the past three years are presented in narrative and chart form, where appropriate. This Program Review Report presents a thorough description of department services and their impact on student learning.

Prioritized Division goals are:

1. Increase student accessibility to technology and research capabilities in the Library by replacing and/or enhancing the computer equipment and software in the research area and establishing a computer lab in L-118.
2. Obtain necessary authorities (administrative access) to facilitate maintenance of multimedia systems across campus and at Palmdale. This goal supports Recommendation #3 in the Accreditation Evaluation Report.
3. Facilitate decision making for IRES by creating efficient databases for all departments.
4. Transition IMC holdings to Horizon and increase student access to more current printed books and multimedia at both the Lancaster campus and the Palmdale Center.
5. Develop and fund virtual tutoring services through the purchase of equipment (i.e. computers, web cams, microphones) and staff training to facilitate service delivery .`
6. Pursue campus use of iTunesU.