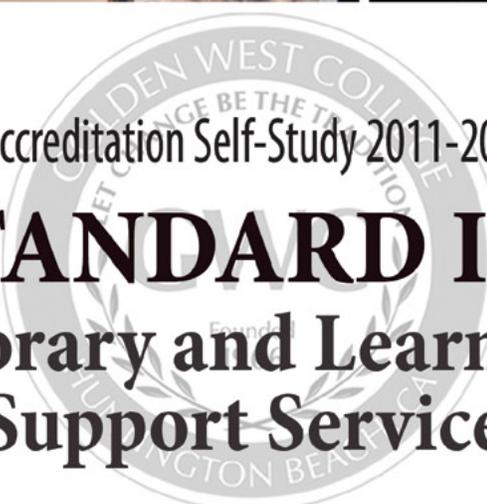




Accreditation Self-Study 2011-2012

# STANDARD II.C

## Library and Learning Support Services



### Standard II.C Subcommittee

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## II.C Library and Learning Support Services

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

### II.C.1

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

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

#### II.C.1.a Descriptive Summary

The completion of the new Learning Resource Building was the culmination of years of work to bring together six academic support programs into one location. During this period, the Math Tutoring Center was combined with the Tutorial and Learning Center (T&LC). The International Conversation Lab was also established and housed in the Tutorial and Learning Center. In fall 2011, the final step occurred. The new Learning Resource Center was opened and the Writing and Reading Center (WRC), T&LC, and the Student Computer Center (SCC) were relocated to the first floor to establish a new Student Success Center. The second and third floor of the building houses the library and its collections. This is a one-stop location where students can find services and resources to use to reach their academic goals and acquire skills to enhance their life-long learning.

#### Library

The library effectively and efficiently meets the demand of the campus and regulatory agencies through utilizing the expertise of its faculty and staff. Faculty selects and purchases instructional library materials based on the campus curriculum and needs, as well as, within the reality of the budget constraints GWC is currently facing ([II.C.1.a.01: Library Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

The Student Success Center provides many benefits to the students and to the GWC campus. Students now find a variety of services in one central location. This new configuration reduces costs for the college, allows for shared staff responsibilities, and creates a smoother flow of information and cooperation among the various programs. The Student Success Center contains the T&LC, the WRC, and the SCC. The Math Tutoring Center and the International Student Conversation Lab are now housed under the direction of the T&LC.

### **Tutorial and Learning Center (T&LC)**

The T&LC faculty and staff are committed to providing quality academic support to students, assisting them in reaching their academic goals and encouraging lifelong learning. It is the primary instructional support service at GWC responsible for assisting students in developing skills, strategies, and behaviors to become confident, independent, and active learners. The program serves a wide-spectrum of students—from those who are having academic difficulty in their courses to students seeking academic support to continue their distinguished achievement levels in higher education. The International Conversation Lab and language labs have also been established to assist students with oral communication skills in English, foreign languages, and sign language. The center provides free peer-assistance for all courses taught at GWC. Tutors have been recommended by GWC faculty and have been trained to provide individual and small group tutoring ([II.C.1.a.02: Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

### **Student Computer Center (SCC)**

The SCC is committed to teaching students how to use computer technology effectively. This program serves a variety of students who want to use a college computer to prepare their assignments. It also serves the many students who enroll in classes at GWC but do not have the computer skills to be successful in these classes.

The SCC trains and schedules student lab assistants who provide general software support, including personalized instruction. Lab assistants help students to become more comfortable with technology and become independent users of computer resources. The center also provides assistance for several courses taught at GWC ([II.C.1.A.03: Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

### **Writing and Reading Center (WRC)**

The Golden West WRC offers a wide range of opportunities for students to establish and enhance their writing, reading, and English language skills. The center has twenty mini-courses that focus on helping students improve college-level reading, composition, vocabulary, and grammar skills. These courses cover a broad range of skill-levels in order to assist students in all ESL, composition, critical thinking, and literature courses. Students work in the center and meet with English Department faculty, ESL Department faculty, and graduate-student tutors for small-group tutoring or one-on-one conferences on a regular basis throughout the semester ([II.C.1.a.04: Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

### **II.C.1.a Self Evaluation**

GWC meets the standard.

### **Library**

Each full-time librarian coordinates the work flow of a library service area. The areas include: technical services (acquisitions and cataloging), public services (circulation, Inter-Library loan, print periodicals and media), systems (electronic resources, databases, the library web site and other online/technology services), instructional services (bibliographic instruction for classes and library courses), reference and library coordination (library chair and library faculty director) ([II.C.1.a.05: LRC Manual](#)).

Each librarian is responsible for the development of a collection for a specific GWC campus curriculum offering (for example: college success, English, biology, nursing). Since the last accreditation, librarians have made progress in identifying, evaluating, updating, and purchasing library resources in a variety of subject areas. Librarians work closely with instructors, vocational program directors, and other campus support area personnel, to provide appropriate and useful library resources that support the campus and the college curriculum.

Librarians ensure that new programs also have the resources that are needed to support their curriculum and purchases in the last few years reflect this need. Librarians also consider currency and appropriateness for the two-year college level in the selection process. Materials dealing with controversial topics represent different points of view for a balanced perspective ([II.C.1.a.06](#): *GWC Library Collection Development Plan*; [II.C.1.a.07](#): *GWC Librarian Collection Development Assignments 2010*; [II.C.1.a.08](#): *Fall 2011 Invoice Perma Bound Books*; and [II.C.1.a.09](#): *2010-2011 Cataloging Statistics*).

A librarian serves on Council on Curriculum and Instruction (CCI). As part of the CCI technical review process, the librarian works with faculty to identify new textbooks for their courses and demonstrates how to use the library online patron access catalog (OPAC) and electronic databases to identify library materials. This process provides an opportunity to discuss ways that the library supports the instructors and their classes. At this time librarians also identify holes in the collection and make additional purchases in the circulating collection that support new classes and program, continuing classes and established programs ([II.C.1.a.10](#): *GWC Library Faculty Committee Assignments 2011*).

Librarians completed a major review of the GWC collection, weeded, and reclassified all books in the library since the 2005 accreditation. This was especially needed due to the move to a new LRC building. Each volume in the collection was evaluated for wear, relevancy and if it met current campus curriculum needs and/or basic information needs. Statistics on use assisted in decisions for the library books selected for removal from the collection. Reclassification occurred for all materials cataloged in Dewey to Library of Congress, with consolidation of small special collections into the LC classification structure, especially ESL materials, children's books, fiction collection, and media collection. Integration of full text electronic books was included with links in the library OPAC to provide useful links and access to books, especially during the hours when the library is closed. All of this was completed with existing staff at no additional cost to the campus.

The library now holds 39,198 volumes in its collection, which includes STAR and Reserve materials. During the last five years, GWC students have checked out STAR books 19,224 times. Additionally, the library owns 8,386 e-books and has 1,292 media items.

During the last five years, the library purchased 3,892 titles and added 791 gift books to the collection and finally added 684 media titles.

When new books are published the technical services librarian sends out a digest style summary of the new items that are relevant to the specific subject area faculty (full-time and part-time) ([II.C.1.a.11](#): *Email Communication for Orders - Example 2011*). Librarians know that instructors are the connecting link between the library and GWC students. When instructors see the library as a useful resource, they encourage and recommend the library to their students. Instructors also are more supportive of library

budget and staffing increases when they value the library as a resource that serves the entire campus. To heighten this awareness, librarians participate in campus committees and interact with faculty in their areas of curriculum support ([II.C.1.a.15](#): *GWC Library Faculty Committee Assignments 2011*).

The library ordering process is budget-driven and, due to continual campus budget cuts, all standing orders have been discontinued. All orders (circulating, reference and other purchases) are now considered annual requests and are evaluated yearly. With district budget allocations and spending deadlines the library purchases the majority of its materials in the fall semester ([II.C.1.a.16](#): *GWC Library Collection Development Plan*; [II.C1.a.17](#): *2010-2011 Cataloging Statistics*; [II.C.1.a.18](#): *Email Communication for Orders - Example 2011*; [II.C.1.a.19](#): *GWC Library Faculty Committee Assignments 2011*).

Librarians and library staff are proactive in identifying and securing campus support for library materials and equipment to support student learning and the stated college mission. Materials selected (books, databases, reserve textbook collection) are aimed at supporting transfer and career technical education (CTE) programs. Librarians frequently utilize their expertise to prioritize and anticipate funding area voids and proactively seek alternative funding. One example of this is the STAR textbook collection. The library STAR textbook reserve program, is funded by the GWC foundation, and provides a faculty and students a request-driven textbook collection to support students' success. Additionally, the loss of TTIP funds forced the library to look for other option to fund the databases. Ultimately the Associated Students were able to approve a 2011-2012 academic year request that supported another year of purchasing the online periodical databases. The state purchase of EBSCO also ensured continual access of this database as a necessary instructional support material for the students of GWC.

Library classroom equipment upgrades include classroom control support software and SmartBoard presentation technology, a new projector, and an electronic screen. Finally all media materials have been updated to be in compliance with closed captioning mandate from the State Chancellor's Office ([II.C.1.a.20](#): *GWC Faculty Awareness and Use of Library Services Surveys — Fall 2009*; [II.C.1.a.21](#): *GWC Library Services In-Class General Student Survey—Fall 2009*).

To enhance effectiveness librarians will continue to request allocations for the library book budget and a line item campus commitment for the online periodical databases. The purpose is to support the curriculum, faculty and student needs. Requests for campus budget priorities include requests for computers to replace the current ones funded in 2005, printers, copiers previously funded in 2002, and other requests to replace old and worn out equipment in a timely manner. Requests will also be for continued funding for the STAR textbook collection. Given that, the library has had a loss of faculty and staff due to retirements and campus reorganization, it is essential that the Library retain current levels of staffing to adequately support the campus instructional needs and standards.

### **Tutorial and Learning Center**

The program is abundant in the variety of tutorial format options it provides for students. While many colleges offer individual appointments, group tutorials, drop-in (walk-in) tutoring, or online assistance, GWC T&LC offers all these formats, thus providing the flexibility to meet the needs of GWC's diverse student population ([II.C.1.a.22](#): *Tutoring and Learning Center Web Page*).

A volunteer Conversation Lab was established in spring 2007 and had been very successful enrollments and evaluations. Established through Basic Skills funds, this program is run through volunteers at no cost to the campus. The purpose is to assist students with English oral communications and has provided a strong connection between the departments of ESL and T&LC. Based on the Conversation Lab model, a Spanish Lab and Sign Language Lab was established in spring 2010. These two labs are also run through volunteers at no cost to the campus.

This program has ultimately been able to develop and implement creative ideas expand the services and meet the growing academic needs of students and the community. This has led to an 11.3 percent increase in the number of tutoring requests since the 2006-2008 period and an extremely high 78.5 percent increase since 2005-2006, while at the same time using various tutoring formats and volunteers to keep the cost as low as possible. During the Fall 2011 semester, the T&LC received over 1,800 tutoring requests eclipsing its old record in Spring 2011 by nine percent ([II.C.1.a.23: Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

To enhance effectiveness the T&LC staff will revise policies and procedures for the new Student Success Center. The T&LC, WRC and the SCC had developed their own unique policies and procedures when they were separate entities. With the three programs joining forces as the Student Success Center, new procedures and policies must be established and coordinated.

The staff will explore increasing the use of the online tutoring format. Currently there is online tutoring but GWC would like to expand the successful program. Having the online tutoring course specific (instead of tutoring for the department) has been very beneficial to GWC's students and the use of this program continues to increase.

The departments will explore new and creative ways to increase student access to academic support, by updating or replacing older computers/software, increasing the use of technology, and researching appropriate permanent funding to provide the services needed for GWC students.

### **Student Computer Center**

The SCC is focused on obtaining software to meet the needs of students across all areas of the curriculum. The center has acquired such programs as English Grammar Interactive, Avid, QuickBooks, Final Draft, and other subject specific instructional software. The Biology department provided a copy of the CD that came with its textbook for students to use in the SCC. The SCC also provides on-campus access to distance learning (online classes).

This open computer laboratory includes:

- 55 PC computers
- 12 Macintosh computers
- High-speed Internet access
- Assistance in setting up of personal e-mail accounts
- Color printing and copying
- Scanners
- Fax machine
- CD -RW-DVD Burner
- DVD writers
- Microsoft Office 2010

- Microsoft Visual Studio 2008
- Adobe Acrobat 7.0 Professional
- Illustrator
- Photoshop
- QuickBooks
- Avid
- Creative Suite CS 5
- Digital arts software
- Other software programs

The SCC recently purchased the Go-Print system for student printing. Previously, the program had a material fee of eight dollars for students to print 20 pages a day. In spring 2010, the material fee was discontinued and the Go-Print system was established. This change brought about more efficiency and reduced the waste of paper ([II.C.1.a.24](#): *Student Computing Center Surveys 2007-2011*).

To enhance effectiveness the SCC staff will research the ways to increase the purchase of software licenses to include the whole Student Success Center to enhance the access/availability for all GWC students and advocate for ways to update or replace older computers/software and increase the use of technology. The staff will be exploring new services/formats to increase the use of the SCC such as “How to” workshops and providing classes for new online students.

### **Writing and Reading Center-**

During the 2011 school year, the Writing and Reading Center served 1,921 enrolled students. All courses are regularly reviewed through the program review process. Course materials are revised and kept up-to-date. Each course includes student log sheets, course handbook, and a syllabus to facilitate students’ independent study and instructor contacts. Recently, four new ESL mini-courses passed through CCI. These new courses focus on specific ESL grammar and language issues for lower-level ESL students. WRC’s mission is to provide learning opportunities for students of every developmental and academic level. Currently the WRC has twenty- two computers with internet access. Students use these computers to write their essays, research, and complete work in the PLATO learning courses. WRC has three grammar courses and an intermediate reading strategies course that all utilize PLATO. The new center also has three group-study rooms, each equipped with a computer and presentation screen. Next semester, all students in ENGW 020: Writing Workshop will participate in group tutoring sessions in these rooms. Instructors will be able to engage students in workshop activities and use creative teaching strategies with a computer and wall-mounted screen so all the students can easily view presentations. Similarly, the main area has a large screen and ceiling-mounted projector for large-group presentations. These basic-skills presentations have already proven to be successful, with an average of fifty-five students per each of eight workshops. All the instructors use this equipment in their presentations for power point, engaging music, and showing video components.

Practical actions that the WRC can take to enhance effectiveness include adding more computers to accommodate GWC’s overflow of students in need of computer access for these specific lab courses. New learning software options will be considered in addition to or in place of PLATO, in order to find more effective and cost-efficient solutions. Beyond this, there will be constant review and revision of course materials to meet the ever evolving needs of GWC’s students.

**II.C.1.a Actionable Improvement Plan**

None

**II.C.1.b**

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

**II.C.1.b Descriptive Summary****Library**

Since the last accreditation, the GWC librarians continue to maintain library instructional services in the areas of library classes, orientation sessions, teaching of students at the reference desk, work with faculty one-on-one, dissemination of the Library's role through committees and other similar events.

**Tutorial and Learning Center**

GWC established an information competency requirement for graduation. Tutors are hired in all areas to assist students in those classes listed under this requirement. In some courses, a significant amount of the tutoring focus is related to research, evaluation, and citation of sources.

**Student Computer Center**

The purpose of the SCC is to provide instructional and technology support to GWC students. This support is delivered by peer-assistants in a one-to-one format. The instructional support program utilizes updated software on 55 Dell and 12 Macintosh computers. The computers are on a regularly scheduled replacement cycle to provide students with cutting edge technology.

**Writing and Reading Center**

The WRC employs English and ESL instructors and graduate-student tutors to work with students in all areas of college-level English proficiency. In addition, the Writing and Reading center is staffed with support personnel and instructional assistants.

Several of the WRC courses focus on teaching students effective reading and research strategies. Students are also coached in Internet research techniques, MLA format, and techniques for using and citing research sources.

**II.C.1.b Self Evaluation**

GWC meets the standard.

**Library**

The library provides training in both areas of information competency and learning skills, in one-on-one reference support, library classes, and library lectures to classes by teaching students to identify and critically evaluate information and to find information using computer-based library databases, electronic books and prepare research documentation following standard APA, Turabian/Chicago or MLA format.

The library provides two eight-week long one-unit classes. Library 110 focuses on information competency and library research. Library 120 focuses on libraries and the Internet. Both of these satisfy the campus AA requirement for Information Literacy ([II.C.1.b.25](#): *GWC Catalog 2011-2012, "Library Course Offerings," p. 145*).

Both scheduled library courses (Library 120 and Library 110) and library orientations have used SLO's to evaluate student success from those courses and/or teaching presentations ([II.C.1.b.26: SLO Assessment- Orientation](#)). Additionally, outreach to faculty includes discussions of information literacy as well as library training sessions for their classes ([II.C.1.b.27: GWC Faculty Awareness and Use of Library Services Surveys — Fall 2009](#); [II.C.1.b.28: GWC Library Services In-Class General Student Survey—Fall 2009](#)).

To enhance effectiveness the librarians will pursue a goal to request and secure line-item budget funding for library on-line databases and electronic books now that TTIP money is no longer available from the state. Additionally, librarians would like to continue conducting the current level of library research training and library courses in spite of retirement by two full-time librarians. This desire also includes pushing the campus towards hiring full-time library faculty positions to ensure the continued success of the library information literacy program.

The library faculty have a goal of library training outreach to full-time and part-time faculty, by department, to teach them to use the library catalog and online databases structured for their subject area and for personal research purposes. The library meets the standard through its work with part-time and full-time teaching faculty via developing and implementing library research assignments within their courses.

Future actions include publicizing library databases, e-books, new books, reference services, library lectures in an on-going manner such as: add boxed information within the schedule of classes, and make announcements via student and staff versions of on-campus electronic bulletin boards, and the library blog.

The library will survey and assess campus awareness and understanding of library offerings and information competency, as a part of their program review.

### **Tutorial and Learning Center**

The T&LC provides students with individual, group, drop-in, and online tutoring by trained peer-tutors. Approximately 50 to 70 tutors are employed each semester, and 25 are employed during the summer sessions. There are also between five and ten volunteers each semester to staff our International Conversation Lab and the various language labs.

All tutors are recommended by instructors and go through an interviewing and training process. All new tutors are required to take either Tutoring Skills 020 or 107. The only exception to this requirement is if the tutor has already been awarded a Bachelor of Arts/Science degree or has met the equivalent requirements. In these Tutoring Skills classes and Tutoring Skills 111 (taken in the second semester of employment), a full-time faculty member instructs tutors in tutoring techniques, learning skills, learning styles, and communication skills. Tutors are taught how to recognize the difference between facilitating understanding of material and helping too much, how to work with difficult students, and how to work with students who have special needs. While tutors are knowledgeable in their subject areas, these courses provide them with the tools to convey their knowledge of the content areas and learning skills to their students. Online tutoring is also available in specific classes each semester. These courses are selected based on student demand or faculty recommendations.

During the 2008-11 academic year, 99 percent of the students surveyed rated their tutors as excellent or good for their professionalism, patience, preparedness, punctuality, knowledge of the subject area, and the ability to answer questions ([II.C.1.b.29: Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web page](#)).

Annually, the T&LC staff assesses the services, measure their effectiveness, and make appropriate adjustments or suggestions. Suggestions for new services to meet the growing needs of GWC students will be studied and implemented if those services address a need and funding is available.

### **Student Computer Center**

During the 2008-2011 period, 89 percent of the students felt they had become more successful because of the assistance and the skills they had gained from the SCC.

The purpose of the SCC is to provide instructional and technology support to GWC students. Peer assistants deliver this support one-to-one. The instructional support program utilizes updated software on 55 Dell and 12 Macintosh computers. While the goal is to replace computers every two years, budget reductions have caused a delay in the computer replacement schedule. This has resulted in computers breaking down and not being able to handle new software, thus not being able to keep up with the learning demands of students. The GWC TSS Department has done an amazing job in keeping the old computers in running form.

Each semester SCC staff conducts student surveys to determine the ever-changing needs of GWC SCC students. Suggestions for new software will be forwarded to the TSS Department for its evaluation and recommendations for purchase, with anticipation that older computers will be replaced on a timely basis. The SCC will be exploring new services, such as “how to” workshops and providing instruction to new online students.

### **Writing and Reading Center**

In the WRC a central focus is specifically on having the instructors and tutors work with students in ENGW 020 and 021. Many of these writing assignments include elements of research that almost always include the library resources and databases. Instructors review these resources with students, offer instruction in how to access information, synthesize information, and incorporate information into writing. Students are instructed in MLA style, including parenthetical references, works cited, and incorporation of source materials as quotes and paraphrases. The center offers a specific research workshop open to and free for all students on campus. Some 50-75 students usually attend each workshop ([II.C.1.b.30: Writing and Reading Center Web Page](#)).

One way the WRC staff can enhance instruction is to offer small-group tutoring several times a semester that specifically focuses on finding, analyzing, and using research in writing. Additional sessions to be incorporated will focus on quoting, paraphrasing, and incorporating research into writing, including MLA format for parenthetical references and works cited pages.

### **II.C.1.b Actionable Improvement Plan**

None

**II.C.1.c**

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

**II.C.1.c Descriptive Summary****Library**

The Library provides adequate access to the library to GWC students regardless of the course location or means of delivery. As such GWC is following the provisions of the Accrediting Commission for Community and Junior Colleges (ACCJC) policies on distance and correspondence education. The Library provides access to its resources on campus, online, and by telephone. During the fall and spring semesters, the library is open Monday through Thursday from 8:00 a.m. to 8:45 p.m. and Friday from 8 a.m. to 3 p.m. Hours differ for summer session, winter intersession, and holidays based on budget and campus priorities. The library catalog and databases are available 24/7 to students and faculty via the website. Passwords are listed on the myGWC portal and are also available for students to pick up at the reference desk during open hours. Faculty, staff and students who wish to utilize books not currently owned at the GWC library have the option to borrow from the libraries GWC has cooperative agreements with or to obtain materials via interlibrary loan ([II.C.1.c.31](#): Ten Tips and Welcome to the New Library; [II.C.1.c.32](#) *GWC Library Web Page*).

**Tutorial and Learning Center**

The T&LC provides year-round access to tutoring services. As such GWC is following the provisions of the Accrediting Commission for Community and Junior Colleges (ACCJC) policies on distance and correspondence education. Support personnel assist students whenever the center is open. Tutors' work hours vary to maximize assistance in subject areas and provide learning skills support. Tutorial support for some online courses is provided during the fall and spring semesters through Blackboard and via email.

The Center is open during the fall and spring semesters on Monday thru Thursday 10:00 a.m. – 6:00 p.m. and Friday 10:00 a.m. – 1:00 p.m. During the winter and summer sessions, the center is open Wednesdays and Thursdays from 11:00 a.m. – 6:00 p.m. to work with GWC and community students.

**Student Computer Center**

The SCC is open year-round. Support personnel assist students, answer questions, and provide individual instruction whenever the center is open. The SCC is open approximately 47 hours per week during the fall and spring semesters, limited hours per week have been made available during the summer sessions when classes are offered. The center is open during the fall and spring semesters Monday through Thursday 9:00 a.m.-8:00 p.m. and Friday 10:00 a.m.-1:00 p.m.

The SCC provides students access to up-to-date technology and individual assistance from support personnel ([II.C.1.c.33](#): *GWC Catalog 2011-12, "Student Computer Center," p. 30*).

**Writing and Reading Center**

During the fall and spring semesters, the WRC is open on Monday through Thursday 9:00 a.m. – 8:00 p.m. and Friday 9:00 a.m. – 1:00 p.m. Support personnel are available to aid students during all times that the center is open.

Instructors and tutors are available to work with students Monday through Thursday 9:00 a.m.- 8:00 p.m. and Friday 9:00 a.m.-12:00 noon. Summer hours of operation and instruction vary depending upon available budget.

The center is located in the Learning Resource Center with the library, and is in close proximity to all library resources and materials.

### **II.C.1.c Self Evaluation**

GWC meets the standard.

#### **Library**

Library resources are all available through the library website and library blog, providing access to resources and services to all students, faculty, and staff regardless of time of day or location. The Library Online Catalog allows users to access and search for books, reserves, and media items on-campus or off-campus. Students can also access the full-text of approximately 9,000 electronic books through the online catalog links as well as through the databases. The web site also provides access to the library's online databases anywhere on-campus or off-campus 24-hours a day, seven-days a week. In addition, a mobile access link for EBSCOHost has been added to the webpage to accommodate users that have mobile devices, such as smart phones or tablets ([II.C.1.c.34: 2011-2012 GWC Library Databases](#)).

Library use statistics for online databases and electronic books may be summarized as follows:

- a. Database Statistics
  - i. EbscoHost: 20,812 searchers
  - ii. SIRS: 10,295 searches
  - iii. ProQuest Newspapers: 9,638 searches
  - iv. Proquest Nursing: 8,082 searches
- b. Literature Resource Center: 3,882 searches
  - i. Electronic Books Statistics
  - ii. EbscoHost ebooks: 3,466 books accessed
- c. Website Access Statistics
  - i. 348,089 unique users

The library website provides a series of helpful resources for students, including video tutorials, instructional handouts, and help guides for students to access online in order to provide assistance with the electronic resources and the research process. Online consultations and telephone reference services are available for students to seek help with research. The librarians have also started conducting orientations for classes via the CCCConfer site. Students log-on to get access to a live orientation session focused on use of the library resources and information competency concepts. These sessions are archived for the class – allowing students to access them at any time of day and from any location. The library created a Blog that had 3,464 visits in fall 2011. This is utilized to update faculty, staff and students about important information, events and helpful information. In the spring 2012 semester the library will be implementing the use of EZ Proxy as a means to facilitate a single user sign on for faculty, staff and students to access the library databases (instead of the password method currently utilized) ([II.C.1.c.35 GWC Library Web Page](#); [II.C.1.c.36: GWC Library Blog – example posting](#)).

Starting in the fall 2009, an embedded librarianship pilot project was introduced for some online courses. In this a librarian worked directly with a class (the pilot focused on college success and English courses). The librarian was introduced the first day, conducted the orientation, and was available periodically during the semester within the classes and via email. The goal was to connect students to a friendly face, allow multiple interactions for information competency, and encourage access to a librarian outside of the structured library orientation.

Library credit courses are offered online each semester. The library 110 course is a hybrid course and the library 120 is a fully online course. Both of these class formats allow for students to access coursework at times when the library is open, as well as during the other hours of the day or weekends, in order to complete coursework ([II.C.1.c.37](#): *GWC Schedule of Classes – spring 2011*).

The library would like to further publicize library databases, e-books, new books, reference services, library lectures in an on-going manner to students. Possible avenues to explore are boxed info in “schedule of classes,” the campus electronic bulletin board for both students and faculty, continued e-mailings of new books lists to faculty departments, department outreach workshops, and library blog.

### **Tutorial and Learning Center**

The usage of the T&LC continues to rise every semester. In 2008, the center would receive approximately 1300 tutoring requests per semester. In fall 2011, the total reached over 1800 for almost a 30 percent increase. Student surveys continue to remain strong with approximately 99percent of the students indicating they would refer their friends to the services. Students are also reporting a .72 GPA better because of their use of the T&LC. The T&LC staff would like to secure additional funding from GWC in order to increase its offerings of online tutoring. While online tutoring is working well in the courses offered, the services need to be expanded.

With the move into the new Learning Resource Center, a new set of policies and procedures were established to take into account the new location and closer cooperation with the Student Computer Center and the Writing and Reading Center. This will help ensure more consistency and cooperation between the programs.

A Mathematics series of workshops, based on the Writing and Reading workshop series, would greatly help students. Discussions have already begun between members of the Mathematics Department and the T&LC faculty to pilot a workshop program to aid student success.

### **Student Computer Center**

The SCC has been going through many changes during the last couple of years. Previously, it was a program that students enrolled in, paid an \$8 material fee for printing twenty pages a day, and usage was inconsistent. During the last two years, changes have been made to make the center more accessible to students. The \$8 material fee was removed and replaced with a Go-Print system where students could base their usage on their needs instead of a flat fee. For larger usage, students may purchase a large amount of printing for a discounted rate. The College’s nursing students primarily use this option because many of their manuals are online instead of being available in the Golden West Bookstore. The move to the new Learning Resource Building with the T&LC and the WRC caused the SCC to see its highest usage ever during the fall 2011 semester. The usage was 15 percent higher than its previous high recorded in spring 2004, which was just before a new computer lab was opened in the Library.

A single sign-in process for students using the computers and other services in the SCC would make operations for efficient. Presently, students check in at the front counter of the Student Success Center and put their Golden West College I.D number into the SCC computer. Working with the TSS, the SCC would like to establish time reports based on the student usage when they put their I.D. # into the computer log-in. This would eliminate students enrolling in the SCC (Learning Skills 922 section) and checking in at the front counter and would ultimately provide students with more access to the technology.

With the growing demand and the change of its location, the SCC will review and modify its policies and procedures. This will provide more consistency with the other learning assistance services located on the first floor of the new Learning Resource Center building.

### **Writing and Reading Center**

This year, thanks to Basic Skills Initiative funding and other one-time funds, the center has been able to maintain its staff and faculty, much of which would have been cut due to budget constraints. The WRC's hours of opening have changed in order to be consistent with other labs in the LRC. Even with this funding, the WRC has more students than it can serve in a reasonable manner. The WRC's instructors, tutors, and staff are working twice as hard to meet the need but are stretched far too thin. The students complain of unreasonable wait times and are frustrated that there are not enough instructors to help the number of students enrolled.

The WRC would like to hire additional instructors, tutors, and staff to accommodate the number of students enrolled. At this time, there are not enough instructors, tutors, and staff to adequately meet the student demand for WRC services.

### **II.C.1.c Actionable Improvement Plan**

None

### **II.C.1.d**

**The institution provides effective maintenance and security for its library and other learning support services.**

### **II.C.1.d Descriptive Summary**

#### **Library**

When open, the library is monitored at all times by faculty and staff. The security gate and use of magnetic strips is effective in deterring theft. Additionally, the new LRC building has strategically placed video cameras that monitor the building at all times. TSS effectively maintains all computer equipment.

### **Tutorial and Learning Center**

Students are not allowed in the T&LC when it is closed. When the center is open, the staff has line-of-sight monitoring of students and equipment. Closing procedures have been established to make sure all students have vacated the premises and all cabinets are either closed or locked. Technology Support Services effectively maintains and upgrades on a regular basis all computer equipment and software, including anti-virus and firewalls.

### **Student Computer Center**

Security is a priority in the SCC. When the center is open, the staff has line-of-sight monitoring of all students and equipment. The lab has a security system that includes security cameras, alarms, and other monitoring devices. Locks prevent the theft of CPU parts. Firewalls and anti-virus software have been installed. TSS effectively maintains and upgrades all computer equipment. A procedure has also been established to process and deposit coin money for copies.

### **Writing and Reading Center**

Students are not allowed in the WRC when the center is closed. When the center is open, the staff has line-of-sight monitoring of all students and equipment. The area is constantly monitored and supervised by staff. TSS effectively maintains all computer equipment.

### **II.C.1.d Self Evaluation**

GWC meets the standard.

### **Library**

The library moved to a new building in August 2010. In this move the library 3M security gates were installed and serviced to ensure security of the library collection. In addition, all books are ordered with 3M Security Tattle Tape security strips. Media items such as DVDs are also equipped with 3M Tattle Tape DCD-2 security strips for security ([II.C.1.d.38](#): *GWC Library Service Agreements*).

The new building has security cameras installed in the lobbies and elevators, with a direct feed to the campus security offices. Additionally, the elevators can be locked down to prevent student access and theft.

The library systems department, which consists of one full-time librarian and one full-time classified staff member, oversees all computer equipment, computer software, and media equipment in the library. Access to the campus networks and use of the databases is restricted and requires usernames and passwords for access.

When computer equipment and software require maintenance, the library systems department notifies the TSS technician assigned to the library. The technician comes to the library to make the necessary repair in a timely manner.

Fire safety measures are in effect for the library. Fire extinguishers are available at strategic locations throughout the library and building, as well as at emergency exits that are clearly identified and accessible to all staff and patrons ([II.C.1.d.39](#): *LRC Manual*; [II.C.1.d.40](#): *Learning Resources Building Emergency Maps*).

### **Tutorial and Learning Center**

The T&LC is monitored at all open times by staff and faculty. Most tutoring is done in cubicles or open spaces. Some group tutoring occurs in Group Rooms that have all glass walls or glass doors for monitoring.

Disaster and security measures have been put in place throughout the new Learning Resource Building. Fire extinguishers are available, a fire door has been installed separating the lobby from the Student Success Center, and emergency exits are clearly identified ([II.C.1.d.41](#): *Learning Resources Building Emergency Maps*).

Computer equipment and software are maintained by the TSS Department. Staff or faculty will notified the TSS Department when maintenance is required.

### **Student Computer Center**

SCC staff and faculty monitor the SCC during all open hours. When computer equipment and software require maintenance, the staff or faculty notifies the TSS department. The technician comes to the SCC to make the necessary repairs in a timely manner.

Disaster and security measures have been put in place throughout the new Learning Resource Building. Fire extinguishers are available, a fire door has been installed separating the lobby from the Student Success Center, and emergency exits are clearly identified ([II.C.1.d.42: Learning Resources Building Emergency Maps](#)).

### **Writing and Reading Center**

Staff and instructors always monitor the WRC during hours of opening.

### **II.C.1.d Actionable Improvement Plan**

None

### **II.C.1.e**

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

### **II.C.1.e Descriptive Summary**

#### **Library**

The library does an excellent job of networking with other libraries, organizations and programs in order to provide full services to students and faculty. Collaborative agreements enable GWC to afford systems and services that would be too costly for the library to purchase on an individual basis. These co-operations offer a convenient way to evaluate and monitor services, and they provide support and advocacy services for the GWC Library.

### **Tutorial and Learning Center**

The T&LC collaborates with other tutoring programs within the Coast Community College District to provide access to services and to hire tutors. The Tutorial and Learning Center maintains an agreement with the Coastline Community College EOPS program to provide tutoring for their students on a fee basis.

The GWC Community Tutorial Program is an outreach service to the community, which provides fee-based tutoring for students from middle schools, high schools, and other colleges. The program receives significant support from parents, teachers, and counselors in the surrounding area. Established in 2003, this program has become a significant part of the Tutorial and Learning Center. GWC is only one of four colleges in the state to establish such a program.

### **Student Computer Lab**

The SCC has a service and support agreement for the color copier and the Jamex machine. Other than maintenance agreements for specific technology, most support is campus-based.

### **Writing and Reading Center**

The WRC annually renews its service and support agreement with PLATO Learning Systems to maintain technical support and updates for site licenses. This process is reviewed and approved by the division dean of Arts and Letters. The area is constantly monitored and supervised by staff. Other than the service and support agreement with PLATO Learning Systems, support is based on campus

### **II.C.1.e Self Evaluation**

GWC meets the standard.

### **Library**

The GWC Library collaborates with a number of other institutions. Signed contracts spell out the terms of these agreements ([II.C.1.e.43](#): *GWC Library Reciprocal Agreements*).

The CalWest Library Consortium allows students, faculty, and staff from each member college to borrow materials from the libraries of any of the partner colleges—Orange Coast, Fullerton, Cypress, Coastline, and GWC. The consortium also hosts advisory group meetings for directors, systems, cataloging, and circulation librarians and staff each semester where common issues and concerns are discussed. The group also shares hardware, software, and technical support for the library's Endeavor online patron access catalog, and insures adequate, up-to-date library services for the member libraries ([II.C.1.e.44](#): *GWC Library Web Page*; [II.C.1.e.32](#): *GWC Library Reciprocal Agreements*; [II.C.1.e.45](#): *ALAC file*).

The college's agreement with California State University, Long Beach provides mutual lending privileges of library materials to students, faculty, and staff of both colleges. GWC student borrowers may check out ten books for a loan period of 21 days. GWC faculty may borrow books for 120 days, subject to recall after 21 days. Check out for media items vary from 3 hours to 7 days ([II.C.1.e.46](#): *Mutual Borrowing Agreements*; [II.C.1.e.47](#): *GWC Library Website*).

The Community College Library Consortium (CCLC) is a joint endeavor of the Council of Chief Librarians and the Community College League of California. It is an electronic information resources cooperative purchasing program that enables GWC to take part in a group discount on electronic services and resources. The Consortium evaluates available databases and provides statistics on usage. This group was instrumental in the facilitation of the purchase of the EBSCO database for use by all community college libraries within the California Community College system ([II.C.1.e.48](#): *Council of Chief Librarians Web Page*).

Technical assistance is provided by Endeavor and the Online Computer Library Center (OCLC). Endeavor facilitates acquisitions, cataloging, and circulation functions and provides statistics for reports.

The GWC Library is a member of OCLC and obtains bibliographic and authority records through OCLC. GWC Library subscribes to services from MARCIVE to aid staff with authority records and bibliographic records. The library also purchases most of the books and media materials from Baker and Taylor and relies on EBSCO for print periodicals ([II.C.1.e.49](#): *OCLC Agreement*; [II.C.1.e.50](#): *Marcive Fax*).

The work thus far with CCLC, OCLC, CSULB and the CalWest group for library cooperative agreements sufficiently meets this standard.

Various campus organizations have granted library grant requests to fund various portions of the overhead. The library was able to obtain funding from the Associated Students of Golden West College in 2010 to support a significant portion of the online databases. Additionally, the Golden West College Foundation and Patrons group has supported the STAR textbook collection over the last several years ([II.C.1.e.51](#): *ASGWC Funding Approval – email*; *II.E.1.e 39: STAR Foundation Approval – email*).

### **Tutorial and Learning Center**

The Tutorial and Learning Center collaborates with similar programs at GWC's sister schools in the District but the program does not have any formal collaborative agreements.

Students using the Community Tutoring Program complete surveys to evaluate the program. This program has seen very high survey results, and parents and counselors in both the high school and junior high school levels continue to recommend this program ([II.C.1.e.52](#): *Community Tutoring Evaluations 2007-08 to 2009-10*).

### **Student Computer Center**

There is constant demand for the purchase of site licenses and software for the computers. These are expensive and the TSS Department tries to assess the demand and purchase the necessary licenses, as appropriate. With changes in courses and the development of new software, new site licenses will continue to be purchased. With the continued loss of the budget resources, this could cause severe problems in the near future. The SCC is looking for grants or other funding resources for future site license demands.

### **Writing and Reading Center**

The maintenance of the PLATO site licenses is costly, and GWC's budget may not be able to support this in the near future. The WRC is moving to a web-based learning program that allows students to purchase reasonably priced access codes.

### **II.C.1.e Actionable Improvement Plan**

None

### **II.C.2.**

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

### **II.C.2 Descriptive Summary**

#### **Library**

The library continues to evaluate its courses, orientation sessions and the library program. This is done through the campus program review process and the campus-wide library surveys. Additionally, the SLOs are continually evaluated and improved based on data gathered. Additionally, program review serves as a basis for evaluation, improvement and campus funding/staffing requests. Assessments of SLOs are included in program review ([II.C.2.01](#): *Library Program Reviews 2006, 2008, 2010 and 2012 Web Page*; [II.C.2.02](#): *GWC Faculty Awareness and Use of Library Services Surveys—Fall 2009*; [II.C.2.03](#): *GWC Library Services In-Class General Student Survey—Fall 2009*).

### **Tutorial and Learning Center**

On a semester basis, the T&LC evaluates all services and student access. The Associate Dean for Institutional Research reviewed all questions. The results are summarized and provided for department program reviews, grant applications, and provided to GWC administration. Staff reviews the data results and makes appropriate changes to the T&LC program in regards to staffing and access to better meet the changing needs of GWC students. For example, the T&LC hired additional personnel, added Friday hours and increased drop-in tutoring sessions as a result of the data analysis. The survey results are also used to evaluate SLOs for the department ([II.C.2.04: Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#); [II.C.2.05: Community Tutoring Evaluations 2007-08 to 2009-10](#); [II.C.2.06: Drop-in Tutoring Evaluations 2007-08 to 2009-10](#); [II.C.2.07: Individual and Group Tutoring Evaluations 2007-08 to 2009-10](#); [II.C.2.08: Tutoring Five-Step Models](#)).

### **Student Computer Center**

On a semester basis, the Student Computer evaluates all services and student access. The Associate Dean for Institutional Research reviewed all questions. The results are summarized and provided for department program reviews, grant applications, and provided to GWC administration. Staff reviews the data results and makes appropriate changes to the SCC program in regards to staffing and access to better meet the changing needs of GWC students. The recommendations developed from the survey data were incorporated into the new LRC location. Additionally, the SCC has upgraded computers, added software and instituted a single check-in desk. The survey results are also used to evaluate SLOs for the department ([II.C.2.09: Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#); [II.C.2.10: Student Computing Center Surveys 2007-2011](#)).

### **Writing and Reading Center**

The WRC courses are open-entry/open-exit. They are highly accessible and individualized, varying in level and structure to meet the needs of students with a range of learning styles. Reading and writing skills are two of the most crucial determiners of college success; therefore, the WRC offers professional, individualized instruction that gives students the support and foundation they need to move forward with their educational goals ([II.C.2.11: Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

### **II.C.2 Self Evaluation**

GWC meets the standard.

### **Library**

GWC uses a variety of methods to evaluate its library, including program review that evaluates services and sets goals based on the college goals. Librarians and staff also collect, monitor, and compile statistics for state reports. In addition, the library faculty works with the college research office staff to design and develop questionnaires to survey faculty and students about library resources and services. These questionnaires are sent out every five years to measure effectiveness. From the 2009 survey results it was determined that faculty were unaware of some services the library offered to them and to students. Therefore, the librarians made an effort to outreach at committees, via email and through other means to increase awareness of the library and its services. Additionally, faculty mentioned that they were not utilizing media items as frequently as they had in the past and therefore the purchase of these types of items has been decreasing over the last several academic years. The library collects SLO data on its classes and completes five-column models for each class in its program on a regular basis.

The library also maintains a drop-box at the public services desk. Here students, faculty and staff can place comments, questions, concerns and/or positive input. The library faculty consistently responds via email, phone or through the library blog ([II.C.2.12:GWC Library Blog – example posting](#)).

The GWC Library examines its program on a two-year cycle as part of the program review process. The library's program strengths include 24/7 access to the online catalog and databases. Library faculty are committed to supporting the diverse student population and teaching faculty by providing nontraditional options to meet the expanding need for information literacy instruction, and providing instruction at the exact time that the students need the help.

Program review data identified areas for improvement. The library hired an additional full-time tenure-track librarian in 2006 and part of her assignment was to focus on outreach to the campus and community. The intent was that this effort would help increase the awareness of the library services as well as provide an opportunity to obtain additional feedback from campus faculty members. Consolidation of staff has also led to streamlined service operations improving some levels of interaction and outreach to students and the campus community. Finally, SLOs were expanded from assessment limited to the library courses to assessment of the library orientation sessions ([II.C.2.13: Library Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

Statistics for state-mandated reports are tallied daily for all the library departments. Once a month, these statistics are collected and compiled on spreadsheets. Annually, the faculty library director uses the results of the spreadsheets to prepare reports for the California Community Colleges Library and Learning Resources Programs Annual Data Survey, and the California Academic Library Report. These reports are available for each of the California community colleges and provide a basis of comparison for GWC Library with other college libraries across the State. This information is used for planning purposes and for program review ([II.C.2.14: CCC Library and Learning Resources Programs Annual Data Survey](#)).

The library utilizes the campus approved five-column models to evaluate its instructional programs. The library courses regularly assess the established and approved SLOs, compiling this data into course five-column models. During the fall 2011 semester the library began assessing SLOs in the orientation sessions via a quick survey. This data was utilized to complete the library program SLO five-column model. Additionally, the library completes the program five-column models to serve as a basis for evaluation and improvement for student learning. The campus will be focusing the spring 2012 semester on institutional SLOs and the information competency iSLO will be one of the collection areas. In this process the library as well as other related disciplines will utilize rubrics to assess, evaluate and improve all areas related to information competency and student learning ([II.C.2.15: Library Student Learning Outcomes](#); [II.C.2.16: Library Information Competency pSLO 5SM 2011-2012](#)).

The library will evaluate its courses, orientation sessions and the library program via campus SLO models, survey data and program review processes. The SLOs will continually be evaluated and improved based on data gathered. Additionally, program review will serve as a basis for evaluation, improvement and campus funding/staffing requests.

### **Tutorial and Learning Center**

In the 2010 program review, a high 83 percent of the T&LC students reported improvement in their understanding of the course materials. Students also reported a significant increase in their grades

after using the T&LC. Comparing where the students began and the grade they felt they were receiving after getting assistance, the increase was a significant .72 of a grade point. Students raised their average grade from a “C” to a “B” using tutorial services. They also felt their final grade was even higher as they understood more of the course content material and concepts. Forty three percent of the students also reported that they would have dropped their class without the assistance of the T&LC. This is a significant result for the retention of T&LC’s students ([II.C.2.17: Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#); [II.C.2.18: Community Tutoring Evaluations 2007-08 to 2009-10](#); [II.C.2.19: Drop-in Tutoring Evaluations 2007-08 to 2009-10](#); [II.C.2.20: Individual and Group Tutoring Evaluations 2007-08 to 2009-10](#); [II.C.2.21: Tutoring Five-Step Models](#)).

The T&LC will evaluate its services and student access on a semester basis. Results will be analyzed and changes will be made to meet the changing needs of GWC students and to make the program stronger. Results will be reported in department program reviews, grant applications, funding requests, five-column models and in administrative reports. All results will also serve as a basis to evaluate, update and potentially change SLOs.

### **Student Computer Center**

In 2010, the students who rated themselves as beginners declined approximately over 50 percent over the year and there was a 20 percent increase in students rating themselves as experts in their computer skills. It is even more impressive that 89 percent of the SCC students felt that they had become more successful because of the assistance and the skills they had gained in the SCC. These results showed the positive impact the SCC has on the students at GWC ([II.C.2.22: Tutorial and Learning Center/Student Computer Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#); [II.C.2.23: Student Computing Center Surveys 2007-2011](#)).

The SCC will evaluate its services and student access on a semester basis. Results will be analyzed and changes will be made to meet the changing needs of GWC students and to make the program stronger. Results will be reported in department program reviews, grant applications, funding requests, campus five-column models and in administrative reports. Results will also serve as a basis to evaluate SLOs.

### **Writing and Reading Center**

The center works closely with English and ESL faculty to develop engaging and innovative curriculum. Students who attended the Basic Skills Workshop Series were surveyed in order to gauge student interest, involvement, and satisfaction with the WRC services. In addition, in the fall 2011 semester, SLOs were written for all WRC courses. Faculty completed an assessment for the main course, ENGW 020 ([II.C.2.24: Writing and Reading Center pSLO Assessment ENGW 020, Fall 2011](#)). The assessment indicated the vast majority of the students learned the writing skills in ENGW 020 that they were able to apply to writing assignments in other courses. Other pSLOs are also being assessed, revised, and evaluated ([II.C.2.25: Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page](#)).

The WRC will assess and evaluate SLO assessments for all of its courses and program. The WRC is also establishing small-group tutoring formats for several of its courses in addition to its highly successful one-on-one instructional model.

### **II.C.2 Actionable Improvement Plan**

None

**Standard II.C Evidence List**

Links to evidence are available at [www.goldenwestcollege.edu/accreditation2011-2012](http://www.goldenwestcollege.edu/accreditation2011-2012)

- 2.C.1.a.01: Library Program Reviews Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.C.1.a.02: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.C.1.a.03: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.C.1.a.04: Writing Center Program Reviews Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.C.1.a.05: LRC Manual  
[LRC\\_Manual.pdf](#)
- 2.C.1.a.06: GWC Library Collection Development Plan  
[GWCCollectionDevelopmentPolicy.pdf](#)
- 2.C.1.a.07: GWC Librarian Collection Development Assignments 2010  
[LibrarianRoutingSlip2010\\_2011.pdf](#)
- 2.C.1.a.08: Fall 2011 Invoice Perma Bound Books  
[Fall2011InvoicePermaBoundBooks.pdf](#)
- 2.C.1.a.09: 2010-2011 Cataloging Statistics  
[2010\\_2011CatalogingStats.pdf](#)
- 2.C.1.a.10: GWC Library Faculty Committee Assignments 2011  
[GWCLibraryFacultyCommitteeAssignment2011.pdf](#)
- 2.C.1.a.11: Email Communication for Orders- Example 2011  
[EmailCommunicationForOrdersExample2011.pdf](#)
- 2.C.1.a.15: GWC Library Faculty Committee Assignments 2011  
[GWCLibraryFacultyCommitteeAssignment2011.pdf](#)
- 2.C.1.a.16: GWC Library Collection Development Plan  
[GWCCollectionDevelopmentPolicy.pdf](#)
- 2.C.1.a.17: 2010-2011 Cataloging Statistics  
[2010\\_2011CatalogingStats.pdf](#)
- 2.C.1.a.18: Email Communication for Orders- Example 2011  
[EmailCommunicationForOrdersExample2011.pdf](#)
- 2.C.1.a.19: GWC Library Faculty Committee Assignments 2011  
[GWCLibraryFacultyCommitteeAssignment2011.pdf](#)
- 2.C.1.a.20: GWC Faculty Awareness and Use of Library Services Surveys Fall 2009  
[LibraryFacultyAwarenessSurvey2009-11-18.pdf](#)
- 2.C.1.a.21: GWC Library Services In-Class General Student Survey—Fall 2009  
[LibraryIn\\_ClassStudentSurvey2009\\_11\\_17.pdf](#)
- 2.C.1.a.22: Tutoring and Learning Center Web Page

<http://www.goldenwestcollege.edu/tutoring>

- 2.C.1.a.23: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.C.1.a.24: Student Computing Center Surveys 2007-2011  
[StudentComputingCenterSurveys2007to2011.pdf](#)
- 2.C.1.b.25: GWC Catalog 2011-2012, "Library Course Offerings," p.145  
[GWCCatalog2011\\_12LibraryCourseOfferings\\_p145.pdf](#)
- 2.C.1.b.26: SLO Assessment  
[SLO\\_AssessmentOrientationClassAvg.pdf](#)
- 2.C.1.b.27: GWC Faculty Awareness and Use of Library Services Surveys Fall 2009  
[LibraryFacultyAwarenessSurvey2009-11-18.pdf](#)
- 2.C.1.b.28: GWC Library Services In-Class General Student Survey—Fall 2009  
[LibraryIn\\_ClassStudentSurvey2009\\_11\\_17.pdf](#)
- 2.C.1.b.29: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
- 2.C.1.b.30: Writing and Reading Center Web Page  
<http://www.goldenwestcollege.edu/ssc/wrc.html>
- 2.C.1.c.31: Ten Tips and Welcome to the New Library; II.C.1.c 25 GWC Library Web Page  
[TenTipsandWelcometotheNewLibrary.pdf](#)
- 2.C.1.c.32: GWC Library Web Page  
<http://www.goldenwestcollege.edu/library/index.html>
- 2.C.1.c.33: GWC Catalog 2011-12, "Student Computer Center," p. 30  
[GWCCatalog2011\\_12StudentComputerCenter\\_p30.pdf](#)
- 2.C.1.c.34: 2011-2012 GWC Library Databases  
[2011\\_2012DatabasePasswords.pdf](#)
- 2.C.1.c.35: GWC Library Web Page  
<http://www.goldenwestcollege.edu/library/index.html>
- 2.C.1.c.36: GWC Library Blog – example posting  
<http://www.gwclibrary.blogspot.com/>
- 2.C.1.c.37: GWC Schedule of Classes – spring 2011  
[GWCScheduleOfClassesSpring2012.PDF](#)
- 2.C.1.d.38: GWC Library Service Agreements  
[LibraryServiceAgreements.pdf](#)
- 2.C.1.d.39: LRC Manual  
[LRC\\_Manual.pdf](#)
- 2.C.1.d.40: Learning Resources Building Emergency Maps  
[LearningResourcesBuildingEmergencyMaps.pdf](#)
- 2.C.1.d.41: Learning Resources Building Emergency Maps  
[LearningResourcesBuildingEmergencyMaps.pdf](#)

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<http://www.goldenwestcollege.edu/library/index.html>
- 2.C.1.e.45: ALAC File  
[ALACfile.pdf](#)
- 2.C.1.e.46: Mutual Borrowing Agreements  
[MutualBorrowingAgreements.pdf](#)
- 2.C.1.e.47: GWC Library Web Page  
<http://www.goldenwestcollege.edu/library/index.html>
- 2.C.1.e.48: Council of Chief Librarians Web Page  
<http://www.cclccc.org/>
- 2.C.1.e.49: OCLC Agreement  
[OCLC\\_Agreement.pdf](#)
- 2.C.1.e.50: Marcive Fax  
[Marcivefax.pdf](#)
- 2.C.1.e.51: ASGWC Funding Approval- Email  
[ASGWC\\_FundingApprovalEmail.pdf](#)
- 2.C.1.e.52: Community Tutoring Evaluations 2007-08 to 2009-10  
[CommunityTutoringEvaluations2007\\_08To2009\\_10.pdf](#)
- 2.C.2.01: Library Program Reviews 2006, 2008, 2010 and 2012 Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>
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[LibraryFacultyAwarenessSurvey2009-11-18.pdf](#)
- 2.C.2.03: GWC Library Services In-Class General Student Survey—Fall 2009  
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- 2.C.2.04: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page  
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- 2.C.2.05: Community Tutoring Evaluations 2007-08 to 2009-10  
[CommunityTutoringEvaluations2007\\_08To2009\\_10.pdf](#)
- 2.C.2.06: Drop-in Tutoring Evaluations 2007-08 to 2009-10  
[DropInTutoringEvaluations2007\\_08To2009\\_10.pdf](#)
- 2.C.2.07: Individual and Group Tutoring Evaluations 2007-08 to 2009-10  
[IndividualAndGroupTutoringEvaluations2007\\_08To2009\\_10.pdf](#)
- 2.C.2.08: Tutoring Five-Step Models  
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- 2.C.2.09: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page  
<http://goldenwestcollege.edu/wpmu/oir/institutional-effectiveness/program-review/>

- 2.C.2.10: Student Computing Center Surveys 2007-2011  
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- 2.C.2.11: Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page  
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- 2.C.2.12: GWC Library Blog – example posting  
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- 2.C.2.13: Library Program Reviews 2006, 2008, 2010 and 2012 Web Page  
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- 2.C.2.14: CCC Library and Learning Resources Programs Annual Data Survey  
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- 2.C.2.15: Library Student Learning Outcomes  
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- 2.C.2.16: Library Information Competency pSLO 5SM 2011-2012  
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- 2.C.2.17: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page  
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- 2.C.2.18: Community Tutoring Evaluations 2007-08 to 2009-10  
[CommunityTutoringEvaluations2007\\_08To2009\\_10.pdf](#)
- 2.C.2.19: Drop-in Tutoring Evaluations 2007-08 to 2009-10  
[DropInTutoringEvaluations2007\\_08To2009\\_10.pdf](#)
- 2.C.2.20: Individual and Group Tutoring Evaluations 2007-08 to 2009-10  
[IndividualAndGroupTutoringEvaluations2007\\_08To2009\\_10.pdf](#)
- 2.C.2.21: Tutoring Five-Step Models  
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- 2.C.2.22: Tutorial and Learning Center/Student Computer Center Program Reviews Web Page  
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- 2.C.2.23: Student Computing Center Surveys 2007-2011  
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- 2.C.2.24: Keisha – Writing & Reading Center survey data? (ex: basic skills work)  
[WRC\\_ProgramSLO\\_AssessmentFall2011.pdf](#)
- 2.C.2.25: Writing Center Program Reviews 2006, 2008, 2010 and 2012 Web Page  
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