C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are adequate 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.

IIC1. The institution supports the quality of its instructional programs by providing Library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

DESCRIPTIVE SUMMARY

Library

The Library supports instructional programs through close interaction with faculty, students, and their courses. In terms of both the “bricks and mortar” Library and online, Harbor’s three full-time librarians and four Library technicians have organized a facility and Web presence that informs and educates faculty and students alike. All Library services, including reference help, Library databases, and information competency training, are available to traditional and distance education students.

Funded partially by grant monies and the General Fund, the Library is currently undergoing a project to replace outdated material with new material (textbooks and e-books). Librarians regularly email “LAHC All” contacts with updates of recent book purchases. Currently the adjacent Learning Assistance Center (LAC) does not have an independent budget for selecting or purchasing materials but will place learning materials on reserve if requested by individual instructors. Occasionally, a division with external funding (e.g., nursing) works with the LAC to facilitate its own collection.

The Library offers general and specialized Library orientation workshops in the Library’s 30-computer-dedicated classroom. The Library regularly encourages instructors to schedule librarian visits to the classroom or computer lab for information competency instruction. One-on-one Library help is also available. Librarians at the Reference Desk personally assist students during the 60 weekly hours that reference is provided. Library information is publicized in the Library newsletter, distributed to all faculty and staff, and displayed on the Library Web site along with instructions to share with students.
Learning Assistance Center
The Learning Assistance Center (LAC) houses the campus Tutoring Center, an all-campus open-access computer lab, an instructional media collection, the Mathematics Lab, the Literacy Center, the Writing Center, and the High Tech Center for students with disabilities. Additionally, a noncredit pilot basic skills acceleration program, Fast Track, was launched in the winter 2011 session. Fast Track is designed for students to review and improve basic skills prior to taking placement and competency tests or entering classes in English, reading, or mathematics. The College offered this program in winter and summer sessions with partial support from both the Title V grant and the personnel who work a twelve-month schedule. The program, which is continuing in fall 2011, is a joint effort between Academic Affairs and Student Services.

Tutoring Center
The Tutoring Center offers individual and small group tutoring for students with referrals from their instructors or counselors. In-person and online tutoring are available. Most requests for tutoring are in accounting, foreign languages, and the sciences. Funding is dependent on many sources, including the College’s General Fund, Basic Skills, CTE, College Work Study, and other grants. Basic skills tutoring and instruction are also conducted in the Math Lab, Literacy Center, and Writing Center. Study strategy materials, tutorials, instructional media, and other resources are available through the LAC checkout counter. On campus tutors receive general training from the LAC director and specific training in learning labs from instructional assistants and faculty members. Online tutorial services are contracted through a professional tutoring company.

Open Access Computer Lab
The Open Access Computer Lab is available for students who need to work on academic projects for any discipline. Tutors work to assist students with basic login, word processing, and printing procedures. Assistance is also available for use of digital Library resources, online tutoring, online paper center (writing center), online course access (Etudes Help Desk) and text-to-speech software (Kurzweil 3000). This lab is open whenever the LAC is open but is understaffed most of the time.

Math Lab
The Math Lab is an adjunct of the Mathematics Department and supports the course and program level outcomes of the department. Students may choose to enroll in Math 100 (Mathematics Workshop) or pursue drop-in tutoring. Recently, Math 100 has been reconstructed, and students must commit to a weekly workshop in order to remain in the class. At the workshops, students are formed into groups according to math levels and
are then instructed in specific tasks, such as solving word problems. The Lab also provides assistance to students in transfer-level math courses, including statistics, calculus, linear algebra, and differential equations. Each semester over 200 students are served by five or six tutors who are funded by the LAC and supervised by an instructional assistant in mathematics.

The Math Lab also facilitates Fast Track, an accelerated learning program designed to help students pass the department’s Math Competency Test, prepare for the College’s Math Assessment Test, or score higher in math classes. The tutors, often referred by faculty, must complete tutor training.

**Literacy Center**

The Literacy Center is designed for students enrolled in the one- and two-unit Developmental Communications 037 classes and/or referred by instructors to build reading comprehension, vocabulary, and study skills. The Literacy Center employs a variety of placement and assessment tools. It offers a reading diagnostic assessment and customized reading programs that combine print and computer-based instruction in phonics, comprehension, vocabulary and grammar/punctuation.

Students enrolled in Developmental Communications 037 or Basic Skills 23CE (Fast Track) are pre-tested and then placed in the appropriate level of self-paced reading programs. Upon completion, students are given a post-test to track growth and improvement. The Literacy Center also serves students enrolled in the Nursing 301B course with a combination of Internet and software-based programs to improve reading and study skills.

In addition, the Center provides a variety of directed learning activities (DLAs) which are instructor-developed activities designed explicitly to teach students a reading or study skill and how to apply the skill to textbooks or literature. DLAs in the Literacy Center include Learning Styles, Time Management, and SQ3R.

Student attendance is monitored using the AccuTrack system, and academic performance is monitored through pre- and post-reading assessments and completed activities. This information, including assessment results, program placement, and completed activities, are maintained in student files.

**Writing Center**

The Writing Center is an adjunct of the Communications Division and works to improve all aspects of the writing process. Aligned with institutional, program and course level outcomes, the Center supports organization, writing, editing, and citation skills. The Writing Center is located in the LAC and provides tutoring services to a diverse population
The Writing Center is staffed by a Language Arts instructional assistant funded by the English Department and one or more tutors funded by the LAC. Tutors are recommended by faculty and must complete tutor training. The open-entry, pass/no pass, ½ unit course offering, English 67, is available to students who commit to the 27 hours per semester attendance requirement.

Hours of operation for enrolled students are limited to Monday through Thursday from 9 a.m. to 6 p.m. Drop-in tutoring (Supervised Learning) is also available on a first-come, first-served basis with an instructor referral. Drop-in hours are from 2-6 p.m. Monday through Thursday. The same services are offered to enrolled/drop-in students, including access to four computer stations, pay-to-print services, and referrals to Web sites and online tutorials such as www.owl.english.purdue.edu.

The Center also offers print copies of various texts, references, and handouts on topics such as how to write effective thesis statements or how to use transitions creatively. Student attendance is tracked with AccuTrack, and a tutor evaluation by students is conducted at the end of each semester.

High Tech Center
The High Tech Center (HTC) is a part of the Special Programs and Services department. It is a dedicated computer lab/classroom for students with disabilities and provides individualized lab classes in reading comprehension, mathematics, keyboarding, word processing and assistive technology. Other tools available to help students with disabilities succeed with their courses are text-to-speech software (Kurzweil), text magnification software (ZoomText), closed circuit magnifying cameras, voice recognition software (Dragon NaturallySpeaking), and ergonomic keyboards and mice. The HTC is staffed by an instructional assistant, hired as a permanent staff member in response to a 2006 Planning Item.

The High Tech Center also produces alternative media, which includes the conversion of text to large print, digital, audio, or other formats such as Braille. Additionally, students may check out equipment such as digital recorders, CD readers for digitized textbooks, and audio amplification devices. These services are provided to accommodate students with disabilities according to their individual needs. Faculty and College requests for captioning of educational videos and lectures are also processed through this facility.
Distance Learning
Since the 2006 Self Study, the Library and LAC have expanded their online presence and access. Library orientation is available to both traditional and online students via modular tutorials and individualized workshops designed for specific classes. The Library offers online 24/7 reference assistance, and a majority of full-text journal articles are delivered online through multiple databases, including Gale/Cengage, EBSCOHost, and JSTOR. All campus locations may access the online Library resources, including OPAC, databases, and online references. E-books are purchased biennially.

Librarians are currently developing online video tutorials (five of seven completed) on the components of the Library research process. These are available to both traditional and distance education students. An assessment component has been added to the tutorials to evaluate the use and impact of online delivery. As of fall 2011, the College is assessing Institutional Outcome #3 (Information Competency), using the Library workshop pre- and post-workshop tests. ISLO assessment results will be compiled and evaluated in spring 2012. At that point the Library, in coordination with participating faculty, will discuss results and possible strategies to improve student information competency.

The campus adheres to Section 508 compliance, and a number of services are available to persons with disabilities. The Library employs assistive technology for users with certain needs, developed in cooperation and consultation with Special Programs and Services.

The campus is currently constructing a new Library/Learning Resource Center (LLRC) funded by the LACCD Bond projects. This new facility will bring the Library and learning assistance function into a single building without barriers.

SELF EVALUATION
Of the three areas with SAOs (service area outcomes), which include circulation, reference, and instruction (workshops), two areas (instruction and reference) are being evaluated. Tracking the effectiveness of all areas of both the Library and LAC is needed. Such tracking could clarify links between the Library/LAC services and classroom instruction. Data collection would also document student activities and allow for resources to be directed into those areas. For example, presently the Math Lab personnel feel overwhelmed by students from Fast Track, Harbor Preparatory Academy, and PACE. Tracking would enable instructors and learning support staff to determine usage of both traditional and e-resources and the potential relationship between the use of resources and the successful completion of specific assignments and courses.

Assessment also requires ongoing coordination with specific instructors.
SELF EVALUATION
(continued)

(administration of justice, English, speech, history, learning skills, personal development, humanities-technology and culture-cinema, and math) across disciplines to assess usage and applicability of resources. Both the Library and the LAC are aware of this assessment gap and are working to address it.

A possible measure of the success of tutoring, orientations, and access to Library resources would be an interview with Harbor graduates to determine the relationship between the degree of Library usage and successful attainment of their educational goals. Further studies might identify students assessed as successful by their instructors and might survey those groups regarding their awareness of and use of the Library facility, programs, and resources during their academic careers at Los Angeles Harbor College. Faculty surveys will also be added to this survey list. In short, in-depth studies such as these could more accurately evaluate the roles of the Library and LAC in student success.

There remains an ongoing need to publicize and promote the importance of the Library as a resource for students and its importance in their attainment of career goals. Students already appreciate the availability of textbooks placed on reserve as well as the access to computers and study spaces. The new Library/LAC building will provide physical support for the Library as a center for individual and group study work and as a center for student learning. Students should see a more seamless partnership between the Library’s material resources and the LAC’s academic support offerings.

ACTIONABLE IMPROVEMENT PLAN

Identify specific areas for assessment and develop a measurement device to track student performance and link to Library/LAC usage campus wide associated with student success (transfer, AA, or certificate/honors students at culmination).

IIC1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Library

As one college Library in the LACCD, the Los Angeles Harbor College Library contributes to and uses the SirsiDynix integrated Library system (cataloging, circulation, OPAC) that is District supplied, funded, and maintained. At the College level, decisions regarding equipment and materials are made by Library faculty and staff and are reflected in Library unit planning. 6 All Library computer labs were updated in the summer of 2010 and will be replaced upon completion of the new facility, where
laptop computers will be available for student check out. The general public has limited access to the Library resources. Library labs are equipped with Vision Software which allows librarians to present information on monitor screens throughout the entire lab. The Library also contracts annually with EOS for acquisitions software and with a vendor to provide printing and copy services. Usage statistics are kept by the vendor. Library and LAC faculty and staff evaluate and ensure the quality of the vendor’s services.

LAC
The LAC’s four learning labs are administered by three different departments: Mathematics, Communications, and Special Programs and Services. It is primarily these divisions that make decisions regarding resources. The LAC houses an open-access computer lab (updated with recycled campus computers, summer 2010) with 37 stations available for enrolled Harbor College students. It also provides a bank of video player/monitor machines to accommodate instructional materials provided in this medium. CDs and DVDs are available, and computers equipped with specialized software are used in the four independently operated labs in the Center. Printing services in the LAC are provided by a contracted vendor. Instructional materials and headphones are available at the check-out counter for students to use in the LAC.

The LAC director also regularly contacts other division chairs inquiring about needed learning materials. All Title 5 course outline forms have a Library sign-off that provides the Library with information about new courses being added or revived within the curriculum. Monitoring the development of new curriculum ensures that resource materials will be available when a class is taught. The Library also regularly communicates with faculty and division chairs to solicit input on possible acquisitions.

The Library and LAC are also represented on the College Planning Council, the Curriculum Committee, the Division Council, the Academic Affairs Cluster, and the Distance Learning Committee. Through committee participation, both Library and LAC staff receive input regarding learning and student support needs.

The LAC also administers an in-house Student Satisfaction Survey to track student usage. The survey was conducted fall 2008, spring 2010, fall 2010, and spring 2011.

SELF EVALUATION
The College is striving to make assessment an integral part of planning for both the Library and the Learning Assistance Center. The Library uses several ways to determine whether it is enhancing student achievement of identified learning outcomes. Library workshops incorporate a pre-test and post-test which serve as a method to assess the Library’s achievement
of identified learning outcomes. Additionally, a system that would correlate the individual student Library use with the student’s GPA is under consideration. The Library collection is assessed by tracking student inquiries in the Library and on the basis of short Web-based user surveys accessed through the Library Web site. The surveys measure quality based on the satisfaction of students relevant to online services, e-books, the reference desk, and general helpfulness of the Library.

The AccuTrack system allows the LAC to track student computer use for statistical purposes in the open computer labs. The Library’s capability to provide vital services has been jeopardized by zero-based budgeting. When contractual decisions need to be determined at least eighteen months in advance of actual expenditures, the zero-based mandate creates operational insecurity.

The labs are using second-hand equipment that provides limited service at best. Several informal inspections of the Computer Lab in the LAC found at least one-third of the computers to be inoperative. When computers go down for whatever reason, students appeal to whatever faculty/staff is available, who are then pulled away from their assignments to “pinch-hit” as technicians. Computer security imposed by IT is so restrictive that students frequently are unable to use textbook-assigned CDs. Software that is available is frequently old, outdated and very expensive to update. Recently purchased software is usually more advanced than the hardware or not installed until the end of the semester, making it unavailable to students. Technology restrictions hinder the capability of the Library and the LAC to properly collect usage or assessment data. At present, both the LAC and the Library hand-track student usage on spreadsheets.

Both the Library and Learning Assistance Center require stronger technological support. Hiring an instructional assistant-IT was the number one priority for the 2010 Academic Affairs Cluster plan. There is also a need for classroom space for the purpose of conducting workshops and training. A shared classroom space is planned for the new Library/LAC complex.

IIC1b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY
The Information Literacy Standards as approved by the Association of College and Research Libraries have been infused into all Library instruction outcomes. These standards include:
1. The information-literate student determines the nature and extent of information needed.
2. The information-literate student accesses needed information effectively and efficiently.

3. The information-literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

4. The information-literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

5. The information-literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. 9

The Library provides ongoing instruction for users of the Library and other learning support services so that students are able to develop skills in information competency. The Library has also developed partnerships with faculty within other departments to instruct students in discipline-specific research skills. Library faculty see this as an effective method to teach information competencies since it is assignment-based and involves the cooperation of instructors within the other disciplines. 10 Library faculty and classroom instructors who utilize the Library workshops engage in continuing discussion throughout the semester regarding their expectations, needs, and ideas for student success. Both existing Library Science courses have incorporated student learning outcomes and assessment measures. A pre-test and post-test are part of each Library workshop in order to measure outcomes.

As noted previously, the Library is currently developing a series of online workshops targeting specific information competency skills. When completed, these recorded workshops will be available to traditional and online students as a resource for developing Library and online skills. The Writing Center also reinforces information competency components.

In addition to workshops, the Library offers two Library Science courses (Library Science 101 and 102) which also teach information competencies in a one-unit, eight-week course. Outcomes for these courses are measured as well.

A student satisfaction survey has been developed to survey reference transactions with librarians. Assessment results will provide a better understanding of workshop effectiveness and will be incorporated into future unit and program planning. It would also be very informative and advantageous to be able to track or link workshop attendance with student persistence and success.
IIC1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

**DESCRIPTIVE SUMMARY**

**Library**
The Library is open to the entire College community. The facility itself is accessible to the general public. On campus the hours of operation of the Library are:

- Mondays - Thursdays: 8 a.m. - 8:30 p.m.
- Fridays: 8 a.m. - 2 p.m.
- Saturdays: 9 a.m. - 1 p.m.

(Winter and summer hours vary.)

Library materials are also accessible electronically. All campus locations may access the online Library resources, including OPAC, databases, and online references. The campus adheres to Section 508 compliance. The Library offers 24/7 reference assistance and a majority of full-text journal articles are delivered online through multiple databases, including Gale/Cengage, EBSCOHost, and JSTOR. E-books are purchased annually or biennially. In addition, a number of services are available to disabled populations. The Library has adaptive technology to assist users with certain needs, developed in cooperation and consultation with Special Programs and Services. Library information is publicized in the Library newsletter, distributed to all faculty and staff, and is on the Library Web site, with instructions to share with students.

**LAC**
The Learning Assistance Center serves enrolled Los Angeles Harbor College students. On campus hours of operation are:

- Mondays - Thursdays: 8 a.m. - 8:00 p.m.
- Fridays: 8 a.m. - 2 p.m.
- Saturdays: 9 a.m. - 1 p.m.

(Winter and summer hours vary.)

The hours of operation for the learning labs within the LAC vary according to available personnel.

Virtual services are available for online students. Persons with visual disabilities have software available to enlarge text on computer monitors and closed-circuit TV machines to enlarge the printed page. A text-to-speech scanner and software are available for students with reading disabilities.

**Distance Learning**
Descriptive Summary (continued)

Harbor College also has a contract with an online tutoring company which offers specific subject area tutoring, a writing center, and a math lab. Students who are currently enrolled in online classes have access to the site 24/7. They sign up for the service through their online classes or at the LAC. If a live person is not readily available, live “chats” and other methods of communication are available. The faculty and students who use the online service are surveyed for feedback about their satisfaction. Some of the instructional software used in the learning labs is Web-based and thus available to students who are off campus.

Additional Learning Support Services

In addition to online capability and the four learning labs within the LAC, a great diversity of learning support services extends beyond the LAC. Tutoring services, for instance, tend to meet the specific needs of a particular department. The Music Department offers tutoring on music theory and music fundamentals. Students may meet with individual instructors or with a full-time staff person. The Business Department offers courses in computer applications of office technology, which are specifically designed for students pursuing a business degree, and nursing students meet with instructors on an individual basis as needed.

The Life Skills Center offers student support services that address student success skills and students’ psychological needs. Special Programs and Services (SPS) offers services designed to meet the needs of students with disabilities. Services include tutoring, reader and interpreter services and mobility assistance services. In addition, through the TRIO grant project, SPS offers supplemental counseling, student success workshops, financial literacy counseling, and grant aid.

Student Services makes EOPS and CARE programs available. These programs offer group tutoring in math and English whenever possible.

The Economic and Workforce Development office offers a program for caretakers of foster youth. This program provides tutoring to foster youth still in high school who will eventually attend the College.

Self Evaluation

In many instances, the learning resource services that are available throughout the campus are not widely known and not well communicated to instructors or students. There is a need for more publicity regarding the availability of services and clarification of the possible duplication or overlap. The difficulty experienced by the Standard II-C committee in compiling a list of available services for the Self Study suggests clearer communication to the entire campus community is necessary.

Actionable Improvement

Post available student support programs on specific division and student services Web pages to provide greater publicity and support for all
PLANS

available learning assistance resources regardless of discipline or location.

Expand on campus orientation to include visits to or presentations by the Library and LAC staff.

IIC1d. The institution provides effective maintenance and security for its Library and other learning support services.

DESCRIPTIVE SUMMARY

A security system of alarmed entrances and exits is in place in the Library. The LAC does not have alarmed entrances and exits. The Sheriff’s department provides intermittent monitoring of all programs in the building. Since the retirement of the instructional assistant technician in the Open Access Computer Lab, security has been provided by the Sheriff’s department on an on-call basis. Disruptive behavior and inappropriate use of computers has been an ongoing problem.

SELF EVALUATION

Security has also been a key issue in the planning and design of the new Library and learning center complex. Maintenance of the computer labs is provided by the IT department. Maintenance of the facility is addressed by the Facilities and Maintenance Department. Monitoring of proper computer use and behavior is still marginal.

IIC1e. When the institution relies on or collaborates with other institutions or other sources for Library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

The Library and LAC contracts with a vendor to provide printing and copy services. Usage statistics are kept by the vendor. The Library and LAC faculty and staff evaluate and ensure the quality of the vendor’s service.

Maintenance of the Library catalog resides at the District level. The Library belongs to a consortium of California community colleges; the benefit is reduced subscription fees to online databases. Most databases provide usage statistics. EBSCOHost also provides usage statistics.

In addition to operating its on campus tutorial program, the LAC contracts with a professional online tutorial service (NetTutor) for students enrolled in distance education as well as those from the physical campus. The company provides the College with data regarding the student use of their
services.

SELF EVALUATION

Collaboration/contracts with outside vendors are regularly evaluated.

IIC2. The institution evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

The Library and LAC rely on a number of assessment tools to evaluate their services. These include program review, student surveys, course surveys, tutor surveys and District Student Services surveys. The 2009 LACCD Student Survey demonstrates a relatively high level of student satisfaction with the Library. In the 2009 LACCD Student Survey, 50.2 percent of students self-reported that they used the Library “multiple times.” Over 70 percent of students surveyed noted that they were “satisfied” (37.1 percent) or “very satisfied” (40.3 percent) with Library services.  

The District Library chairs meet regularly to discuss best practices. Faculty feedback is requested and surveyed. Evaluations are administered to students upon completion of Information Competency courses.

Student Learning Outcomes for both Library Science 101 and 102 are regularly assessed. Information competency skills, when included as a component of class SLOs, are also assessed within the classes. Numerous instructors also schedule a Library research workshop, which is assessed by individual instructors with a variety of class research assignments. The assignments and the Library workshops are integral to students meeting course and program SLOs. The results of the assessments lead to a dialogue between the Library and the instructors in terms of how best to address the assessment findings. The fall 2011 assessment by the Library will further stimulate the ongoing discussion. This institutional assessment will also contribute to broader discussion and implementation of information competency skills across the campus.

SELF EVALUATION

Each semester the LAC evaluates student satisfaction and solicits student recommendations using a survey. Each learning lab uses its own means of evaluation as well. Student success in courses in which they receive tutoring is measured by grades received. Students also complete tutor evaluation forms. The Fast Track program has been able to gather some data from student test scores on the Ability to Benefit and Mathematics Competency tests. The LAC evaluates the SLOs for the noncredit
tutorial and basic skills classes each term they are offered. Tracking information of students coming and going at will from the Center has been problematic. For the Writing Center, the spring 2010 Student Evaluation of Tutor forms showed that 60 percent of tutees surveyed “strongly agreed” that they would have “dropped the class without the use of tutoring services” while 40 percent had “no opinion.”

**ACTIONABLE IMPROVEMENT PLAN**

Improve tracking of database usage in order to strengthen the link between data and planning and to better inform future planning decisions.

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1. Literacy Center Program Placement Guide and Survey: [http://www.lahc.edu/govplanning/accreditation/ProgPlacement.pdf](http://www.lahc.edu/govplanning/accreditation/ProgPlacement.pdf)
2. Appendix A-Nursing Improvement Plan Program Sheet: [http://www.lahc.edu/govplanning/accreditation/NursingProg.pdf](http://www.lahc.edu/govplanning/accreditation/NursingProg.pdf)
6. [http://www.lahc.edu/acadaffairs/Library%202010.pdf](http://www.lahc.edu/acadaffairs/Library%202010.pdf)
10. [http://www.lahc.edu/library/workshops.html](http://www.lahc.edu/library/workshops.html)
11. [http://www.lahc.edu/research/F09StudentSurveyResults.pdf](http://www.lahc.edu/research/F09StudentSurveyResults.pdf), 39.
12. [http://www.lahc.edu/research/F09StudentSurveyResults.pdf](http://www.lahc.edu/research/F09StudentSurveyResults.pdf), 35.