

## STANDARD IIB: LIBRARY AND LEARNING SUPPORT SERVICES

**B1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Los Angeles Mission College has met this standard.

### Evidence of Meeting the Standard:

- The Library provides students, staff, and faculty with access to organized collections and information to support instruction (II.B1-1).
- Library databases, Questionpoint 24/7 Reference Help and other electronic resources are available through the Library's Website 24 hours a day/7 days a week. All the databases that the Library subscribes to are accessible to distance education students or users with disabilities as required by state and federal law. Most of the Library databases provide options to listen or download audio files to MP3 players and other electronic devices (II.B1-2) (II.B1-3).
- The collections consist of 228 reserve textbooks, 52,228 books, 52,000 E-books, an online eBook reference collection consisting of 397 titles, 660 DVDs, 90 current periodical titles, 35 research databases, a Basic Skills (ESL) collection, and a Children's Literature collection. The Library collections meet the varied needs of students and include all levels of materials from basic skills to scholarly publications (II.B1-4). In July, 2015 the Library added the database Learning Express which help students improve skills in math, reading and writing (II.B1-5).
- The Library is engaged in ongoing efforts to develop and support student skills in Information Competency (II.B1-6). Besides reference desk services in the library (II.B1-7), a dedicated computer lab is used for a one unit Library Science 101, (II.B1-8) faculty-requested general or assignment specific orientations (II.B1-9), regularly scheduled research workshops (II.B1-10), health workshops (II.B1-11), and online research guides (II.B1-12). Over 115 of these workshops/orientations took place during 2014, attended by 4,193 students. (II.B1-13).
- The utilization of reserve textbooks is high. Because the textbook collection is an important service to students, the Library works with classroom faculty to keep the collection current. If the Library does not have the current textbook, the reference librarian takes the information from the student and emails the instructor of that class (II.B1.14). In May 2015, the College Library received an email from the LACCD ILS Administrator, stating that 80% of the College book collection has a copyright date prior to 2000 and 1% is five years or less. All 52,000 E-Books have a copyright date after to 2000 (II.B1-15).

- The Learning Center is designed for student success and offers a variety of services free of charge, including workshops for math classes, supplemental instruction tutorials assessable for Distance Education students, and tutoring labs for writing (II.B1-16).
- The Learning Center (LC) consists of specialized tutoring centers: the Academic Success Center (ASC) writing and reading labs and provides tutoring for Math 105, 112, and 115 students (II.B1-17).
- The Computer Commons in the Learning Center provides learning disability software for DSP&S students, such as Premier Assistive software, which helps with learning disabilities such as dyslexia (II.B1-18).
- In addition to providing Internet access and word processing programs (Microsoft Word, Excel, and PowerPoint) in the Computer Commons, the Learning Lab computers are loaded with academic software that is selected to enhance student learning, such as computer-assisted instructional programs for reading and language arts, English as a Second Language, Math, Spanish, and Nutrition (II.B1-19).
- The Computer Commons has a print/information station (laser printers and copiers) where students can print or copy materials for a fee or borrow DVDs, headsets, and supplies. The Learning Center Information Desk is staffed by student assistants trained to offer basic support for computing, printing, and copying (II.B1-20).
- Learning Center student tutors are trained to assist students with academic writing, reading, math, and computer assignments as well as class projects and homework (IIB.B1-21).
- With funding from the Title V HSI-ISSA grant, the Learning Center has provided over 200 online workshops for students and online access to Reading Plus software that enables students to improve reading comprehension and speed (II.B1-22).
- Learning Center student tutors are trained to assist students with academic writing, reading, math, and computer assignments as well as class projects and homework in the Learning Center's Academic Success Center (ASC). The ASC also provides current textbooks, reference books, and video tutorials for student use (II.B1-23).
- Besides the Library and Learning Center, auxiliary learning support services such as tutoring, program specific libraries and computer labs are provided in various locations on campus. Additionally, DSP&S maintains a variety of software and hardware to assist students with disabilities (II.B1.24) (II.B1-25).

#### Analysis and Evaluation – Library:

The 32 computer stations provide access to the Internet, the Library catalog, research databases, and Microsoft Office Suite 2013. In 2013 the Library created a laptop lending program. With Title V grant funding the Library received 4 laptops and a charging station. Students may reserve the laptops for three hours of library use. Students also have campus wide wireless access to library resources through their laptops and handheld devices. The Library has a print/information station with two laser printers, a scanner, and copier where students can print or copy materials for a fee. Although students rely on computers and printers to access library resources, the Library does not have a sufficient amount of computers to serve the needs of the students. In Program Review for 2016-17 the Library requested 10 additional laptops for student checkout. The Library is working with the IT Department on installing datadrops for an additional 20 personal computers. The Library would then have a total of 66 computers available for student use. (EVIDENCE)

Two of the four full-time librarians are instructional librarians. They coordinate with classroom faculty by scheduling research workshops, health workshops, either general library or assignment-specific orientations, in which information competencies are taught. The number of students that received library instruction increased by 200% from the previous year due to the computer lab that was dedicated for library use only. This allowed the Library to schedule instruction without the conflicts of others using the computer lab. Student instruction also increased after the library subscribed to LibGuides, a content management system used to create research guides for subject disciplines and individual classes and their assignments. Many instructors have been enthusiastic about the LibGuides, and have scheduled library orientations that correspond to their assignments and custom-made research guides.

Instructional librarians review and assess the health and research workshop exercises. Based on student performance, they make changes to the content and emphasis of the workshop. Though the data is limited, the workshops are successful with more than 90 percent of students scoring at least 70 percent or better on workshop exercises. Using attendance statistics, the Library attempts to schedule workshops during times and days that students are more likely to attend.

In 2009, after the College reevaluated the existing space for library services and anticipated college growth, the decision was made to modernize and expand the Library to include a computer lab for library instruction, 13 group study rooms, quiet reading rooms, a multi-use reading/instruction room, a food-friendly study room, larger individual study spaces, expanded space for special collections, and convenient electrical outlets throughout the Library. After two years of programming and designing, the Library expansion and modernization project was postponed due to bond construction project cost overruns. In 2016 the LACCD plans on initiating bond measures designed to expand and improve its facilities. The passage of these bond measures depends on the voters of Los Angeles.

The Library has a limited annual budget to purchase books for its collection. The last significant update to the book collection was in 2001 – 2003 when 3,000 new books were added to the collection. These books are more than thirteen years old. The last update to the E-book collection, in 2014, increased the holdings from 18,000 to 52,000. For the book and E-book collections to remain relevant for students, they need to be updated regularly. For the textbook reserve collection, the Library relies on faculty to donate a copy of their textbook on a temporary basis. In Spring 2016 the College is planning on setting aside funding to update the library book collection.

#### Analysis and Evaluation – Learning Center and Other Learning Support Services:

Other learning support services include DSPS, CAOT, CSIT, Multimedia Studies, Child Development Student Resource Center, and EOP&S.

The Learning Center has a Computer Commons area that is partitioned for individual and academic use consisting of 128 computers; 63 computers are for individual use, and 57 are for academic use (Learning Lab), including 21 computers dedicated for Developmental Communications classes. There are 3 computers dedicated for faculty and staff use and 4 for student tracking purposes.

The current hours of operation of the Learning Center Learning Lab, Math tutoring, and Academic Success Center (ASC) are 11:00 a.m. to 6:30 p.m. Monday through Thursday. The ASC and e-Labs provide 24/7 access to online workshops as well as college success support materials.

The Computer Commons provides learning disability software for DSP&S students, such as Premier Assistive software, which helps with learning disabilities such as dyslexia. In addition to providing Internet access and word processing programs (Microsoft Word, Excel, and PowerPoint) in the Computer Commons, the Learning Lab computers are loaded with academic software that is selected to enhance student learning such as computer-assisted instructional programs for reading and language arts, English as a Second Language, Math, Spanish, and Nutrition.

The Computer Commons has a print/information station with laser printers and copiers where students can print or copy materials for a fee or borrow DVDs, headsets, software, and supplies. The Learning Center Information Desk is staffed by student assistants trained to offer basic support for computing, printing, and copying.

In 2015, the Learning Center is facing a number of challenges. It does not currently have a Director or an adequate number of classified staff and tutors to serve the needs of students at this time. An Instructional Assistant, Language Arts position, which supports walk-in writing/reading tutoring and assistance in the Learning Lab, has been vacant since 2011 and the Instructional Assistant, Information Technology position is also currently vacant. Funding for the Learning Lab Math tutors and Academic Success Center writing tutors has not been factored into the 2015-2016 Learning Center budget. The STEM grant has increased the number of tutoring hours for Math 115 and above; however, limited tutoring hours and lack of funding for the Learning Center for Math 105 and Math 112 students or for a full-time Math Instructional Assistant is a continuing concern. The lack of Saturday tutoring hours and the limited hours of operation leave the needs of many students unmet. Evening and weekend students need extended services during these times. (NEED AIP)

There are several computers in the Computer Commons that are designated for DSP&S students with assistive software; in Spring 2016 College will be exploring upgrading the software.

**B.2 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.**

The College has met this standard.

Evidence of Meeting the Standard:



- Guided by the Library Collection Development Policy, materials are identified and selected in a variety of ways to meet student learning needs (II.B2-1).



- The Library keeps abreast of required materials for new courses and programs through Committee consists of 19 faculty members, 1 academic dean, and 3 non-voting members. active participation on the Curriculum Committee. The membership of the Curriculum All new courses, programs and course updates undergoing the curriculum review process

are reviewed by faculty to help ensure that the Library has adequate materials to support the content of the courses. Faculty report the results of their assessment of the library collection on a Library Addendum Form that is included in Section VIII of the Course Outline of Record available online through the Electronic Curriculum Development System. This give faculty the opportunity to make suggestions relative to databases, book titles, journals, and magazines to add to the library collection. (II.B2-2).

- Every semester the Learning Center invites students to complete evaluation surveys to determine the effectiveness of resources such as tutors, workshops, and lab materials (II.B2-3)
- The computers located in the Library cycle is XXXX, reference the Technology Plan. (II.B2-4).
- The Library utilizes a broad range of book selection tools. Faculty, staff and students can recommend materials for acquisition by completing the online request form located on the Library website. (II.B2-5).

#### Analysis and Evaluation – Library:



The library collection is developed to meet the varied needs of students and includes all levels of materials, from basic skills to scholarly publications. Collection development tools such as professional journal reviews and faculty requests are used to ensure the quality and appropriateness of resources. A list of student requests for books that the Library does not own is utilized to update the collection.



The curriculum process identifies faculty and student needs for library material. When a course is created or updated, a Library Addendum Form must be submitted along with the course outline of record. The form is designed to determine whether the collection contains materials to support the course, and it allows faculty to suggest material for the library to acquire. When funding for book purchases is available, librarians rely on these forms to decide what resources to purchase.

The purchase of library materials is also driven by the list of student requests kept at the reference desk. The Library updates the display cases twice each semester to showcase the Library collection, workshops and services.

The Learning Center and Library relies on the expertise of the members of individual departments to determine the quality of the instructional materials it purchases. For equipment, the College's IT Department selects the equipment based on the Learning Center's and Library's defined needs and LACCD recommended purchasing standards. IT Department maintains the audio visual technology such as projectors, electronic whiteboard, DVD players, projection screens and other related equipment. The Multimedia, Learning Center, CAOT, and CSIT labs have Instructional Assistant Information Technology staff members who assist with maintaining the computers and printers. The College's new Technology Plan addresses maintenance and replacement of computer equipment. Additional and special maintenance is carried out through agreements and warranties with respective vendors.

**B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

The College has met this standard.

Evidence of Meeting the Standard:

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- All library and learning support services participate in the annual College's Program Review process. This includes a three-year comprehensive review of objectives, needs, and evaluation of services (II.B3-1).
  - In addition to Program Review, the adequacy of library resources is evaluated through the curriculum process. Student Learning Outcome and Service Area Outcome assessments are evaluated by surveys, workshops exercises, and usage data (II.B3-2).
  - Information Competency is addressed at multiple levels at the College. Librarians are members of the Learning Outcomes Assessment Committee and have designed and implemented Information Competency assessment at the course (SLO) and institutional level (ILO) (EVIDENCE – RUBRIC AND SURVEY). (II.B-3).
  - Entities like the Library and Learning Center rely on surveys to determine student satisfaction, and make instructional changes based on those survey results (II.B3-4). Fall 2013 Student Survey; Fall 2014 Faculty Survey; Fall 2014 Student Survey and Fall 2014 LACCD Student Survey (II.B3-5).
  - The Library periodically surveys student satisfaction with library services and their confidence level in using library resources for their class assignments. According to the survey that was conducted in spring 2015, results indicated that students who attend a library workshop or orientation were more confident in using library services. (II.B3-6).
  - According to the Fall 2014 LAMC Faculty Survey (p. 29), 86 percent agreed that the library services were effective or very effective. Fifty-eight percent of faculty strongly agreed or agreed that the library resources are up-to-date (p. 31). Seventy-four percent of the faculty agreed or strongly agreed that the Library provides students with adequate support for their research needs (p. 31), but only 47 percent thought that the College provided sufficient financial support for the effective maintenance of the resources in the library (p. 32). (II.B3-7a-d).
  - In 2013-2014 LAMC Student Survey and LACCD District wide student survey, 75 percent of 641 students who responded indicated they were very satisfied or satisfied with Learning Center services (II.B3-8). (LAMC Student survey p.2, LACCD Survey p. 22)
  - In the Fall 2014 LAMC Student Survey and LACCD District Wide Student Survey, 86 percent of the students who responded indicated they were very satisfied or satisfied with library services (LAMC Student survey p.2, LACCD Survey p. 22). The LAMC Fall 2013 Student Survey indicated that 63 percent of students use the Library multiple times per semester and 85 percent of the students have used the Library at least once (Fall 2013 p. 32). Furthermore, 85 percent of respondents indicated they were either satisfied or very satisfied with the Library services (Fall 2013 p. 50) (II.B9-8a-f).

### Analysis and Evaluation – Library:

Assessing Library Service Areas Outcomes and **Student Learning Outcomes** through surveys, workshop exercises, usage data and Program Review assists the Library **in identifying student needs** and methods to increase students' understanding and confidence in finding information and using library resources. The Library implements changes to its hours of operation, workshops schedule, and workshop content based on assessment results. The Library also utilizes LAMC and LACCD student survey results to plan library services.

According to the Fall 2014 Faculty Survey responses indicate that the Library is underfunded and needs up-to-date resources; nevertheless, overall, faculty are satisfied with the services of the library.

All student survey responses indicated that the Library is doing a good job serving the needs of the students.

### Analysis and Evaluation – Learning Center:

Every semester the Learning Center invites students to complete **evaluation** surveys to determine the effectiveness of resources such as tutors and workshops. The Learning Center uses a comparison of pass rates for students who use the Learning Center to those who do not use Learning Center support services to **evaluate** the effect of tutoring programs on student success. Learning Center staff utilized the Learning Center student **evaluation** results to determine fall 2014 and spring 2015 Learning Center hours when staffing was reduced (NEED DATA FROM INSTITUTIONAL EFFECTIVENESS. CHECK WITH LILIT TO SEE IF STUDENT HAVE ID #'S).

**B4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

The College has met this standard.

### Evidence of Meeting the Standard:

- The Library has a formal agreement with the Community College League of California for cooperative purchasing of online information resources (II.B4-1).
- In January 2012 the California Community College Chancellor's Office (CCCCO) entered into a five-year contract with EBSCO to provide all California Community Colleges with a group of databases (II.B4-2).
- In addition to the formal database agreements, an informal agreement exists among the libraries of the colleges in the Los Angeles Community College District to borrow and lend books. The District server is maintained by District IT personnel, and the Library database is maintained by the District College librarians. Beginning Spring, 2015

students are able to check out books at any of the District college libraries (evidence interlibrary loan) (II.B4-3). (NEED EVIDENCE ON LIBRARY POLICY REGARDING LOANING OF BOOKS).

- The Information Technology staff maintains computers and provides cyber security for the library and all campus computers and printers. The Multimedia, Learning Center, CAOT, and CSIT labs have Instructional Assistant Information Technology staff members who assist with maintaining the computers and printers (II.B4-4).
- Facilities staff is very responsive and addresses immediate needs as defined in the 2013-14 Library Program Review. Prompt responses to computer technology equipment repair requests are facilitated by the online Work Request system. Responses to critical repair items that impact daily operations of services are immediately assessed, repaired, or deferred to the appropriate vendor by the Information Technology staff (II.B4-5).

#### Analysis and Evaluation – Library:

The agreement with the Community College League of California benefits the College through reduced pricing for electronic resources. These resources are heavily used by students on and off campus. Each community college in the state now determines if library databases will be funded and at what level.

Library materials are electronically sensitized and security gates are in place to alert staff when materials that have not been checked out pass through the gates. These security gates were modernized in October, 2014. A side emergency door is equipped with an alarm system and serves as an alert when improperly used.

The College provides security services for the campus. Maintenance functions such as cleaning and minor repairs in the Library and other learning support services are performed by designated facilities personnel, and other repairs are contracted out by facilities.

Prompt responses to computer technology equipment repair requests are facilitated by the online Work Request system. Responses to critical repair items that impact daily operations of services are immediately assessed, repaired, or deferred to the appropriate vendor by the Information Technology staff. The College's new Technology Plan addresses maintenance and replacement of computer equipment. Additional and special maintenance is carried out through agreements and warranties with respective vendors.

#### LIST OF EVIDENCE

II.B1-1	Library Website Link
II.B1-2	Library Databases
II.B1-3	Library Resources and Research Guides
II.B1-4	Statistics for Library Collection at LAMC
II.B1-5	Learning Express Web site
II.B1-6	Information Competency Skills Definition
II.B1-7	Reference Desk Statistics
II.B1-8	Library Science 101 syllabus
II.B1-9	Orientation Statistics for past 5 years (2009-2014)
II.B1-10	Research Workshops Statistics

II.B1-11	Online Schedule of Workshops for Health Classes
II.B1-12	Research Guides Statistic
II.B1-13	Orientation/Workshop Statistics
II.B1-14	Form to email faculty for current textbook
II.B1-15	Email from Lauren re age of collection
II.B1-16	
II.B1-17	
II.B1-18	
II.B1-19	
II.B1-20	
II.B1-21	
II.B1-22	
II.B1-23	
II.B1-24	LAMC Auxiliary Learning Support Services
II.B1-25	DSPS software
II.B2-1	Library Collection Development Plan
II.B2-2	Library Addendum Form/Curriculum
II.B2-3	Faculty and Staff Evaluation
II.B2-4	Technology Plan
II.B2-5	Request for new book-online form
II.B3-1	Library Program Review
II.B3-2	SLOs and SAOs Assessments
II.B3-3	ILO rubric and survey
II.B3-4	2013 Faculty and Staff Survey Results
II.B3-5	2014 LACCD Student Survey (various pages)
II.B3-6a-d	2013 Faculty and Staff Survey (various pages)
II.B3-7	2015 Library Survey
II.B3-8a-f	2013 Student Survey (various pages)
II.B3-9a-f	Fall 2014 LAMC & LACCD Student Survey
II.B4-1	Link to the CCLC Website – Consortium agreement
II.B4-2	Link to Agreement Document on CCCCCO Website
II.B4-3	Interlibrary Loan Statistics and new loaning policy
II.B4-4	Technology Plan
II.B4-5	Work request for facilities and IT, Email from D. Ayers regarding library updates