

Post PCab Forum –Final Revisions DONE 2/17/10 JB/reviewed and finalized by YB 2/19/10 – research inserted 5/13

Standard 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.

Standard 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.

Description

Mesa College library and learning support services provide essential front-line support for student learning. Many of these services are located within the School of Learning Resources and Technology, bringing together under one umbrella the library and all technology related services on campus. A benefit of this is the level of collaboration that takes place between programs and services to better support student learning. Tutoring also brings its services together to better meet student learning support needs with the consolidation of all tutoring services into one central learning support unit that is co-located with the Language Lab. The one exception to this is the Student Tutorial and Academic Resources (STAR) TRIO program, which is housed with the Extended Opportunity Programs and Services program, and is administered by the Division of Student Services.

To support the multiple modalities by which students access their courses and engage in learning, the library provides many of its services both online and face-to-face. The library maintains a significant presence on campus within the four-story Learning Resource Center, but it also maintains a strong online presence for remote access. Prior to consolidation, two of the three tutoring services piloted online tutoring and writing center support. This was conducted in the 2008-2009 academic year; however, with the consolidation of tutoring services, and current budget constraints, the pilot has been discontinued. Tutoring continues to provide a significant presence on campus.

Evaluation

The college has made library and student learning support services a high priority. As detailed in each of the following sections, Mesa College provides

services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, and it does so both on campus and online.

Standard 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.

Description

Learning Resource Center

Opened in 1998, the Learning Resource Center (LRC) is a 107,000 square foot facility that houses many of the resources administered by the School of Learning Resources and Technology. The library occupies the first three floors of the building, while the fourth floor is dedicated to technology related services. These services include: (i) the Audiovisual Department, which provides equipment and media support for instruction and campus events, oversees all audiovisual installations on campus, and administers the library's video collection; (ii) the Center for Independent Learning (CIL), which provides an open student computer lab, two independent faculty/staff computer labs, computer/technology training and support for faculty and staff, and administration of the multimedia reserve collection; (iii) the administrative office for the campus-wide Academic Computing Labs Supervisor; and (iv) the administrative office for the college Web Design Supervisor. The High Tech Center, which is located on the second floor, is a fully accessible computer lab/classroom that is administered by Disability Support Programs and Services. (II.C-1, II.C-5)

Two computer classrooms are located within the LRC. One is the library classroom, used primarily for information literacy instruction and containing 41 computer workstations in addition to a teacher's workstation, while the other is used by college faculty and contains 38 computer workstations plus a teacher's workstation. Both rooms were designed as smart classrooms, containing projection equipment, document cameras, computers, and sound systems; and both rooms have classroom management systems that allow the instructor to communicate directly with the student computers. In addition a smaller training lab, with 16 computer stations, is available for staff training and occasional student use; it, too, has a full smart classroom installation. Laser printers are available in all three classrooms.

In addition to the computers made available for classroom and lab spaces, the LRC has a total of 42 workstations available for student use in the general Reference area on the first floor, and 19 more located throughout the building. Workstations with accommodations for ADA compliant software and equipment are available on the first and fourth floors of the building.

For convenience to students, faculty, and staff, the LRC consolidated all of its printing and copying services into one server based system that is accessed using either a Mesa College ID card or proprietary print card, which is available for purchase in the LRC Café. In addition, an ATM machine has been installed on the first floor, adjacent to the LRC Café for user convenience. There is one photocopier machine that accepts coins only, for those not wanting to use the card system. Printers and copiers are located in high usage areas on the first and fourth floors, and copiers are available on the second and third floors. The fourth floor print/copy station is associated with the CIL student computer lab and contains two color laser printers, seven black and white laser printers, and one copier. The first floor has a total of four copiers and two black and white laser printers. A state-of-the-art microforms reader/printer, also located on the first floor, is part of this system. A total of five add-value stations are located throughout the building so that students can conveniently add money to their cards; a bill changer is located on the fourth floor. Assistance with print/copy services is available on both the first and fourth floors.

A recent addition to the LRC was the installation of wireless connectivity for SDCCD students, faculty, and staff, which is available throughout the building. The LRC also entered into a collaborative effort with the cafeteria and provided space on the first floor for the LRC Café, which sells coffee and other beverages, and light snacks. Adjacent to the café is the Café Commons, which is a large area with tables and chairs for people to gather or work independently.

The LRC provides display venues for student and faculty art work and other course related projects. It has hosted the Annual Multimedia Awards, and regularly displays student work such as the annual poster presentations by Bridges to the Baccalaureate students. A display stage, located just inside the entrance to the building, is in near constant use by various departments and clubs on campus. Displays have included the Dia de los Muertos presentation, apparel from the annual fashion show, documents for Constitution Day, and a historical presentation on Japanese Americans during World War II. The LRC is home to the extensive African Art Collection, which rotates displays several times per year. (II.C-7) The LRC also hosts a variety of musical events, including annual African performances, occasional 3-minute choral concerts, and periodic full recitals, such as "Music for Dancers, Sports Fans, and Animal Lovers," which was performed in December, 2009. The LRC presentation room, which seats 65 and is a fully equipped smart classroom, provides a venue for numerous events, including those sponsored by the Humanities Institute, the Department of Social Sciences Occasional Lecture Series, and numerous guest speakers.

Library

The library collection consists of 111,461 books, 141,733 microforms, 194 print periodical subscriptions, 484 audio-recordings, and 2,732 video recordings. (As of February 17, 2010; II.C.-2) It also includes online access to over 31,000

eBooks, 400 reference books, and over 20,000 periodicals which are accessed through subscriptions with numerous aggregator and reference databases. (II.C-3) The library provides limited-loan course reserve services for both print and multimedia materials for classroom instructional support. Reference services are provided face-to-face and by-phone during most hours that the library is open; they are available online 24 hours per day, 7 days per week via live chat provided by Ask-a-Librarian; the library also provides email reference service. In 2009, the library website was completely rebuilt to improve its effectiveness; to this end, usability has been enhanced by: the development of clear navigation and research support; the use of comprehensible language; and the creation of multimedia tutorials. Accessibility is assured by design with the use of Cascading Style Sheets and XHTML coding. (II.C-4) Students can also manage their library accounts online for applications such as the renewal of materials.

Library personnel work with college faculty and staff to assure that library services and materials selection support student learning needs. Librarians are assigned as liaisons to each of the college's instructional departments to facilitate communication and collaboration regarding selection and acquisition of library books and databases; there is also a requirement that a librarian sign-off on any new course that is accepted by the college to ensure that the library acquires adequate materials to support the new course. In addition the library website includes an online form for faculty, staff, and students to request specific books for purchase. The library also maintains a suggestion box, which is a source for recommendations for purchase of materials or provision of services. Another venue for recommendations is the faculty feedback form filled out by all instructors obtaining library instruction sessions for their classes. For video selection and purchase, the Audiovisual Librarian works directly with faculty in each department to identify classroom instructional support materials. In addition, one librarian sits on the college Academic Affairs Committee to stay current on instructional issues and to serve as a liaison to the rest of the library faculty.

The Collection Development Librarian maintains a campus-wide presence and sends regular email updates to college faculty and staff listing newly acquired books and audiovisual materials. This correspondence provides another venue for faculty and staff interaction. The Electronic Resources Librarian works directly with departments, programs, and individual faculty members to identify databases specific to their needs. Subscriptions to the following databases were a direct result of this type of collaboration: ARTstor; PsycARTICLES, which includes over 55 full-text journals from the American Psychological Association; and JSTOR, which is an archive of over 400 peer reviewed journals.

Classified staff members provide dedicated support to specific areas, such as periodicals, technical services, course reserves, instruction, and acquisitions. These staff members work closely with the appropriate librarians to assure quality delivery of materials and services.

The library assesses the effectiveness of its library collection through multiple measures. Monthly Circulation Reports provide statistics for materials checked out through the library circulation system and online eBook access; while the Electronic Resources Librarian provides similar statistics for databases. These data are analyzed for future purchases and subscriptions and for de-selection of materials or databases. The library also subscribes to reviewing resources and scholarly journals, which provide professional reviews regarding materials for possible purchase. Librarians attend department meetings and seek feedback from faculty.

Center for Independent Learning

Located on the fourth floor of the LRC, the Center for Independent Learning (CIL) provides multiple technology and student learning support services for the college. The CIL Student Computer Lab has 144 computer workstations (both Mac and PC) that are networked via a central server to access course specific software, the Microsoft Office Suite, other applications, and the Internet. CIL faculty work with classroom faculty to ensure that software needed for course support is also provided in the CIL lab. Four full time Instructional Assistants work in the lab to provide user support. Peripherals such as scanners and cabling for multimedia are provided for student use as well. (II.C-6)

In addition to the student lab, the CIL provides two faculty/staff labs, which contain a total of 14 computers (both Mac and PC). The CIL also administers the faculty/staff training classroom, which has 16 networked workstations. CIL faculty provides support and training to faculty and staff in developing technology based learning tools. The CIL faculty has collaborated extensively with the district SDCCD Online learning support department to provide college support for: implementing WebCT/Vista, making materials ADA compliant, and using learner centered practices both online and face-to-face. The CIL faculty/staff multimedia lab is staffed two days per week by an instructional designer from SDCCD Online, who provides direct support to faculty. In addition, a joint grant obtained by CIL and SDCCD Online led to the creation of a video studio for faculty to enhance their online presence.

Audiovisual Department

Also located on the fourth floor, the AV department is co-located with CIL media services. This department serves as the central location for checking out both library and reserve videos and other learning materials. The AV department ensures that all new media is accessible, and that all playback and projection equipment is equipped with closed caption decoders. The department also schedules and checks out portable presentation equipment for use in rooms not equipped with technology. The Audiovisual Librarian works with faculty to identify and purchase new videos to support their curriculum. A special feature of the library catalog, created to improve access to the video collection, is the disciplinary subject search page that identifies all videos of interest to a specific discipline. (II.C-8)

A key function of the AV department is to provide audiovisual equipment support for the campus, through specification, purchase, installation, and maintenance and support of all smart classrooms on campus. The department collaborates extensively with the academic departments to identify their instructional audiovisual needs and ensure that they are represented in the district audiovisual contract. The AV staff trains faculty and staff in the use of AV equipment, including specialized equipment specific to certain teaching applications.

The technical staff provides AV presentation support for all major events on campus, including Student Success Day, Faculty Convocations, African American-Latino Male Leadership Summit, and the Festival of Colors.

In addition to equipment and video library services, the AV department also provides production services, including a fulltime videographer and captionist, and large scale printing and laminating services. The videographer provides full production services for the campus, including the recording of numerous events, guest lecturers, and student presentations. The captionist ensures that all media produced by and for the college is fully compliant with ADA standards. The technical staff assures quality production on all printing and laminating requests.

High Tech Center

Disability Support Programs and Services (DSPP) administers the High Tech Center, located within the LRC, to provide individualized learning support services to disabled students enrolled in the college's DSPP academic programs. The lab has 24 computer workstations, all with adaptive technology in compliance with the Americans with Disabilities Act, for student use. The lab recently installed a fully accessible smart classroom installation to enhance classes and training sessions that are provided in the lab. The lab averages about 100 students per semester who enroll in DSPP 21, and also about 175 requests for alternate media. The lab is administered by a full-time DSPP faculty member, with the assistance of two full-time support staff members, all of whom provide learning assistance to students. (II.C-9)

Campus Computer Classrooms/Laboratories

There are 25 academic computer labs and classrooms on campus that serve in direct support of classroom instruction. They include such programs as the Digital Art Lab, Architecture labs, Computer Information Systems labs, Computer Business Technology labs, and English lab. There are a total of 604 PCs and 43 Macs located in the campus academic computer labs and classrooms. (II.C-19) Maintenance of this equipment is the responsibility of the Academic Computer Labs Supervisor, who is part of the School of Learning Resources and Technology. The supervisor works closely with instructional faculty to ensure that all course related software is loaded, managed, and updated in support of student learning. The supervisor specifies equipment and installs and maintains all computers, printers, and other peripherals in these environments, and

manages them through a series of servers across campus. The supervisor and staff of 6 instructional lab technicians provide direct support to faculty and students in these applications.

Tutoring Services

In fall, 2009, due to budget constraints and the impact of new construction timelines, the three separate tutoring services, including the Math and Science Center, Tutoring Appointment Center, and Writing Center, were combined to provide one central tutoring service on campus. These services were joined with the Bridging Lab, which is funded by Continuing Education, to create a more comprehensive “one-stop-shop” tutoring center that addresses all levels of learning support needs, including Basic Skills level Mathematics and English, ESOL, and collegiate level course support in multiple disciplines. By combining these services into one center, the college is able to offer comprehensive services to both day and evening students for Mesa College and Continuing Education students based at Mesa.

With the consolidation of the separate centers, the college was able to restructure and reduce its staffing levels from 2.6 FTEF contract positions to a total of .8 FTEF contract positions, and from three separate centers to one. Now, one contract .6 FTEF position coordinates the work of the tutoring center function, and one contract .2 FTEF position coordinates the Writing Center function. They are involved in hiring, evaluating, and training the tutors and assure the academic integrity of the services provided. A fulltime supervisor provides the administrative support necessary to supervise and schedule the tutors and implement the programs established by the faculty. The supervisor is assisted by the one fulltime Instructional Assistant.

In spring, 2010, oversight of the tutoring center was moved from the Vice President, Instruction, to the Dean, Mathematics and Natural Sciences, who now provides day to day supervision of the center and coordinates long term planning of tutoring services with disciplinary faculty and staff. The goal is to expand services to reach more students. Plans have been drafted for the inclusion of a state-of-the-art Academic Skills Center on the first floor of the new Social and Behavior Sciences Building, which is scheduled to begin construction in 2013. Research conducted by the Basic Skills Committee and other sources of feedback and information will inform future planning for tutoring services.

Student Tutorial and Academic Resources (STAR) is a federally funded TRIO program with separate guidelines, and is administered by the Director of STAR TRIO within the Division of Student Services. The program is housed with the EOPS program, and is administered on a daily basis by the Assistant Director/Counselor of STAR TRIO. STAR targets low income and first generation students, and those students with disabilities. Students qualifying for services can make appointments for up to two one-hour tutoring sessions per week, and

unlimited assistance on a walk-in basis, pending tutor availability. As part of Student Services, the STAR program is discussed more fully in Standard II.B.

Evaluation

Learning Resource Center: The LRC has become a centerpiece of the campus. The addition of wireless connectivity and the LRC Café has added to its appeal. In the 2009 LRC Point of Service Survey (POS), 81% of the respondents were satisfied or very satisfied with wireless access in the building (Q31), and 82% were satisfied or very satisfied with the LRC Café (Q39).(II.C-10) Every effort has been made to meet student needs in terms of access to technology and streamlined services. The new server based print/copy system is owned and operated by the district and is serviced by LRC staff, ensuring that problems are addressed immediately. A contract with the vendor remains intact for equipment support and replacement. Students appreciate the convenience of being able to use their CSID cards for printing purposes; the LRC added a fifth add-value station to the building to ensure students can easily add money to their cards in multiple locations. In the POS Survey, 79% of the respondents were satisfied or very satisfied with the printing services (Q17) and 78% were satisfied or very satisfied with the copy services (Q16). (II.C-10)

In terms of overall satisfaction with the LRC, 85% of the respondents to the 2009 LRC POS Survey rated their overall satisfaction with the general services of the LRC as very satisfied or satisfied (Q10); an average of 80% were very satisfied or satisfied with the building and equipment (Q12-18); and an average of 83% were very satisfied or satisfied with the technology (Q24-31). (II.C-10)

Quality service is an LRC value, and results of the POS Survey reinforced this, as 85% of the respondents agreed or strongly agreed that the staff was knowledgeable and able to answer their questions (Q7); 88% agreed or strongly agreed that the assistance they received was useful (Q8), and 90% agreed or strongly agreed that they would feel comfortable returning for additional services (Q11). (II.C-10)

Library: Every effort is made to engage faculty, staff, and students in the selection of library materials and equipment. An example of collaboration with the academic departments is evidenced in the library's subscription to PsycARTICLES (database of 55 APA periodicals). The Psychology Department had previously requested more APA journals, which the library had been unable to augment due to cost. However, in 2006, when the Community College League negotiated a group price for PsycARTICLES database, the library was able to subscribe and did so as soon as it was available. This subscription has enabled Mesa students to access the journals they need. This level of collaboration and response to campus needs is evidenced in other acquisitions as well, including subscriptions to various databases and reference works for the Business Department and ArtSTOR for the Art Department. (II.C-4) In the case of ArtSTOR, not only has the library obtained a subscription to the database, but

they have worked to ensure that the proper technology settings are installed on campus computers to assure access, and they provide instruction for both faculty and students on how to use the database.

A measure of the library's effectiveness in collaborating with the campus and meeting their needs was provided by the 2009 Employee Perception Survey, where 82% of faculty and staff either agreed or strongly agreed that librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audiovisual materials, and other learning resources (Q47); 77% of the faculty and staff either agreed or strongly agreed that the library collection is adequate to meet the needs of their program or work function (Q50); and 91% of the faculty and staff were satisfied or very satisfied with Library Services (Q25). In the 2009 Mesa College Student Satisfaction Survey, 82% of students either agreed or strongly agreed that the library has an adequate selection of books, periodicals, and other learning resources (Q70); 88% of students were satisfied or very satisfied with the library (Q11). (II.C-11, II.C-12)

Another example of the effectiveness of this outreach is reflected in the increased number of faculty placing copies of their course texts, assigned readings, and videos in the Course Reserves. To integrate access to all reserves, both print and video materials are included in the Course Reserves section of the catalog. In addition, the Center for Independent Learning (CIL) media desk has been co-located with the Audiovisual Department service desk so that all videos, whether belonging to the library or placed on course reserve, are now available at one central service desk. Catalog access and co-location of videos has streamlined the process for students to locate the videos they need. Circulation statistics demonstrate that this strategy has been successful, with course reserve checkouts increasing from 10,343 items in fall, 2008 to 13,277 items in fall 2009. (II.C-13)

The library has benefited from sustained and substantial funding in recent years; however, with the current economic downturn there is concern about supporting and adding to the collection, both online and in print, during this time.

Center for Independent Learning: As evidence of the commitment that students come first, the CIL student computer lab receives new computers each year. At the end of each year, these student computers are rolled down to other applications on campus, and new computers are placed in the lab. This practice ensures that students have the equipment they need in order to complete their assignments. The computers are networked in a manner to allow maximum efficiency and access to software, which benefits the students. A full-time Network Specialist ensures the effectiveness of the CIL student and faculty labs and the printing system. As a measure of this effectiveness, in the 2009 LRC POS Survey, 84% of the respondents rated their satisfaction with CIL computer labs as very satisfied or satisfied (Q15); 79% rated their satisfaction with CIL

course related software as very satisfied or satisfied (Q28); and 77% rated their satisfaction with CIL lab tech support as very satisfied or satisfied (Q38). These levels of satisfaction are consistent with the results of the 2009 Mesa College Student Satisfaction Survey, where 81% of the students were satisfied or very satisfied with the Open Computer Labs (CIL) (Q15). In the 2009 Employee Perception Survey, 80% of faculty and staff were either satisfied or very satisfied with the services of the Center for Independent Learning (Q20). Sixty six percent of faculty and staff either agreed or strongly agreed that the college provides adequate training to faculty and staff in the application of information technology (Q71). (II.C-10, II.C-11, II.C-12)

The CIL faculty has a long established relationship with the instructional faculty in the design of learning support materials; this relationship continues, and has moved to technology based materials. A CIL faculty member has served as the WebCT mentor for the college for four years now. In addition, this same faculty member co-chairs the Academic Senate Standing Committee on Distance Learning, which puts him in direct dialogue with the needs of the faculty. He provides individual and group (Flex) training, pilots various technologies, and represents Mesa faculty as part of his membership on the district distance learning committee.

With the retirement of one of the CIL faculty members this year, the department now has only one faculty member to support these services. With the current budget, it is uncertain when the position will be filled, and that is a concern.

Audiovisual Department: The AV department has become a central fixture in the specification and procurement of presentation equipment for classroom instruction. Although a Mesa Standard Smart Classroom Installation has been created, faculty are able to add features or customize the installation when needed to support their instructional needs. Collaboration is key in this pursuit. Installations such as the fully integrated dental lab in Allied Health exemplify the level of collaboration provided by the School of Learning Resources and Technology with the academic departments on campus.

In the 2009 Employee Perception Survey, 86% of faculty and staff were either satisfied or very satisfied with the services of Audiovisual Support Services (Q28). (II.C-11)

In the terms of the AV department's other function, in tandem with CIL Media Services, is the administration of the library's video collection and the Course Reserve Video Collection. This central desk is the location for reserving and checking out videos, but also for reserving and checking out equipment, and for obtaining print support services such as poster printing and lamination. In the 2009 LRC POS Survey, 80% of respondents were satisfied or very satisfied with the video collection (Q23); 81% were satisfied or very satisfied with the AV/CIL service desk (Q37); and 78% were satisfied or very satisfied with the AV media

equipment (Q18). In terms of media equipment, the AV department does not have a dedicated source of funding and must rely on IELM block grant funds; these funds have decreased in recent years and the AV department has been unable to update its inventory. With the current budget situation, it is unlikely that there will be much improvement in the near future. (II.C-10)

High Tech Center: The High Tech Center (HTC) is proactive in supporting specialized student learning needs. The HTC faculty member meets with each of the DSPS qualified students enrolled in DSPS 21 to create a Student Educational Contract, and evaluates its completion. Each student has an individualized curriculum. In addition, the faculty member provides numerous Flex training sessions for both the campus and the district, and provides support to the LRC to assist it in meeting ADA accessibility standards.

Campus Computer Classrooms/Labs: Academic labs are growing on campus, and the School of Learning Resources and Technology provides direct support. The design of the new Allied Health Building and the American Sign Language Laboratory are examples of the collaborative efforts of the Academic labs department, Audiovisual Department, and academic departments to design learning spaces that best meet student learning needs.

The computer labs and classrooms on campus rely on various sources of funding, including VTEA, IELM, and General Funds, all of which have been reduced in recent years. Approximately half of the computers in these labs are out of warranty (in excess of four years old). This is of concern, as is the staffing level of the labs, which has dropped from ten technicians in 2004 to six technicians in 2010. Again, with current budget issues, this is expected to continue. To address these staffing needs, there is collaboration between departments within the School of Learning Resources and Technology, specifically the technicians in the AV department and the academic labs. The academic lab technicians are a diverse team with different technical backgrounds, which provides for a breadth of support. A final concern is that new buildings equipped with computer technology and labs are coming online without adequate funding for new technology personnel to staff them.

In the 2009 Mesa College Student Satisfaction Survey, 71% of the students were satisfied or very satisfied with the equipment and software in the classroom computer labs (Q81). (II.C-12)

Tutoring Services:

The major reorganization of tutoring services in fall, 2009, was driven by the need to relocate due to budget reductions, contractual obligations for room space, and new construction timelines. The reorganization provided the opportunity to revisit tutoring services and their staffing levels given current budget considerations. By consolidating services, combining with the Bridging Lab, and co-locating with the Language Lab, the college was able to expand the

hours of operation and decrease some of their overhead costs. The end result was a comprehensive center that meets the needs of more students. Long and short term planning seeks to expand these services and assure that student needs are being met.

Tutoring Services were evaluated by faculty, staff, and students in 2009. In the 2009 Tutoring Services POS Survey, 95% of the students either agreed or strongly agreed that the tutoring staff was knowledgeable and able to answer their questions (Q9); 91% of the students agreed or strongly agreed that the tutor spent sufficient time assisting them with their problems (Q17); and 88% agreed or strongly agreed that tutoring services helped them succeed in their classes (Q14). In the 2009 Student Satisfaction Survey, 64% of respondents were satisfied or very satisfied with Tutoring Services (Q9). In the 2009 Employee Perception Survey, 73% of the respondents were satisfied or very satisfied with the Tutoring Services (Q18). (II.C-11, II.C-14)

The college meets this standard.

Standard 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.

Description

Information competency is at the core of the library's instruction program. This is accomplished through a variety of means, including: (i) the one-unit course, Library Science 101: Information Literacy and Research Skills; (ii) faculty requested instruction, specific to their course needs, typically taught in an 80 minute hands-on session in the library classroom; (iii) walk-in workshops, offered through a published schedule throughout the fall and spring, which consist of two one-hour workshops teaching information retrieval and analysis; and (iv) online tutorials targeting specific information literacy skills. A primary point of service for the delivery of one-on-one information competency instruction is the Reference Desk. Students, faculty, and staff receive individualized assistance and guidance with their research questions. Except for the 7:00-8:00 AM and the 9:00-10:00 PM hours, the Reference Desk is staffed by a librarian during the hours that the library is open. (II.C-15)

The college's commitment to information competency is evidenced in the library's smart classroom, which is dedicated to information literacy instruction. It contains 41 student workstations, including two that are ADA compliant, and has a ceiling mounted projector and fully equipped lectern for teacher use. A feature of the system is its classroom management software, which allows the librarian to send his/her monitor image to the student workstations, so that students can follow along as the librarian demonstrates how to use various interfaces such as the library catalog and databases.

The library has specific Student Learning Outcomes (SLO's), which were determined through extensive dialogue among the library faculty. They include specific outcomes for the Library Science 101 course, the instructor requested instruction sessions, and the walk-in workshops. Assessment of learning outcomes is a formal part of the one-unit course; assessment is also embedded in the instructor requested instruction sessions, through a pre and post test that is analyzed for learning. In addition, the library provides a worksheet for students to complete during the instructor-requested instruction; this provides the opportunity for the student to demonstrate their application of the skills being taught. In addition to this direct feedback from students, librarians receive feedback in the form of an evaluation filled out by the instructor in the faculty requested instruction sessions. An assessment tool for the walk-in workshops is a work in progress. (II.C-16)

Information competency is included as part of the Technological Awareness Student Learning Outcome for the Associate Degree. It is also inherent in the Critical Thinking outcome. Information literacy is considered to be a campus-wide commitment. (II.C-17) The librarian who now coordinates the Library Instruction Program is currently studying the feasibility of instituting information competency as a graduation requirement.

Also of benefit to students, the library offers Flex classes for faculty, to update them on library resources that they can use and share with students. Of particular interest here are the databases, which are expansive and include not just the comprehensive and reference databases, but subject specific databases as well. Librarians also teach flex classes on topics such as plagiarism and copyright.

The Center for Independent Learning (CIL) provides instruction on information competency to both students and faculty/staff. The CIL Instructional Assistants (IA's) teach formal sessions to classes upon request by faculty; these sessions address software applications that the faculty member has placed in the student lab. In addition, the IA's provide one-on-one instructional assistance to students as they work in the lab. The CIL faculty member provides extensive instructional support for faculty and staff who are learning how to use software and online resources, create curricula, and search the internet.

The AV department, including the Audiovisual Librarian, provides assistance in the library and on campus with the skills necessary to use classroom presentation technology for the purpose of teaching and learning. This assistance includes instruction on using the internet in the classroom and the application of various programs, players, and plug-ins.

Tutoring services assist students within the context of their specific assignments, which sometimes include information competency.

Evaluation

Information competency is a core value for Mesa College, with its inclusion in the degree-level SLOs. Information competency is supported by the library and other learning support services. The library is actively engaged in outreach to students for information competency through the use of posters distributed on campus, emails to faculty, and Flex classes for faculty and staff. The most public source of outreach for information competency is the Reference Desk, where services are available at any time the building is open when class is in session. Beginning in the 2010 spring semester, an assessment tool consisting of a short exit survey started to be used to measure the success of the SLO created for reference service. Librarians stay abreast of new methods and techniques in teaching information competency through journal articles, newsletters for associations or interest groups, attendance at professional conferences, and the professional exchange of information between peers. They make heavy use of technology and hands-on experience to enhance the student learning experience.

As a measure of the effectiveness of information competency efforts, the 2009 LRC POS Survey indicated that 79% of the respondents were satisfied or very satisfied with the library instruction received in a scheduled class visit (Q35); 79% were satisfied or very satisfied with library instruction received in a walk-in workshop (Q36); and 84% were satisfied or very satisfied with Reference Services (Q33). In the 2009 Employee Perception Survey, 87% of respondents agreed or strongly agreed that the college provides ongoing training for users of library and other learning support services to develop information competency (Q48). However, as encouraging as these statistics are, the library is looking to expand its outreach. It is hoped that with the new series of information competency tutorials, faculty can have their students complete the instruction outside of class. Also, by having the content broken up into discrete modules, students can get the instruction in smaller “bites” when they need them. (II.C-10, II.C-11)

The college meets this standard.

Standard 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.

Description

During fall and spring semesters the LRC, including the library, AV department, and CIL labs, is open from 7:00 AM to 10:00 PM Monday through Thursday, and from 7:00 AM -5:00 PM on Friday. During summer session it is open from 7:00 AM to 6:00 PM Monday through Friday. During recess periods, the LRC is open from 7:00 AM to 5:00 PM Monday through Friday; it is closed on week-ends and holidays. During the hours of operation, the staff is on duty to provide assistance to students and college personnel. (II.C-5)

In addition, the library provides a strong online presence, available 24 hours per day, 7 days per week, via its library website, which provides access to the library catalog, databases, tutorials, and numerous support pages. In addition to being able to access the full collection of eBooks and databases at anytime online, students and college personnel can also obtain online live chat reference assistance as well. Remote access is accomplished using EZ Proxy to validate registered users by CSID number and last name.

The High Tech Center is open during the semester on Monday, Tuesday, and Thursday from 8:30 AM to 4:30 PM, and from 8:30 AM to 7:00 PM on Wednesday. The faculty member or a classified support staff member is present at all times. (II.C-9)

Academic computer classrooms and labs vary in the hours that they are available, but are open when classes are taught and when students enrolled in the classes can conveniently use them, such as free periods between classes. Hours of operation for the labs are from 8:00 AM to 10:00 PM Monday through Friday. In addition, most of the software used in the academic labs on campus is also made available for student use in the CIL student lab, which is open for student use any time the LRC is open.

The Tutoring Center is open from 8:30 AM to 7:00 PM on Monday and Tuesday, and 8:30 AM to 6:00 PM on Wednesday and Thursday. STAR is open Monday through Thursday from 8:00 AM to 5:00 PM, and from 8:00 AM to 12:00 PM on Friday.

Evaluation

It cannot go unsaid that the hours of availability for the LRC have been impacted by the current budget crisis. Prior to this, the LRC was open Saturdays from 8:00 AM to 3:30 PM during the fall and spring semesters, and until 10:00 PM on weeknights. Every effort to compensate for these lost hours has been focused on improvement of the library website, which provides remote access 24 hours per day.

The 2009 LRC POS Survey indicated that 77% of respondents agreed or strongly agreed that the hours of the LRC were convenient to meet their needs (Q9). However, this survey was completed before the hours were reduced. In addition, extended hours of operation was a recurring recommendation in the comments section of the survey, and is a persistent request in the suggestion box. It is understandable that the hours had to be cut due to the budget crisis; however, when funding returns the college should reinstate the extended hours. In terms of satisfaction with the online services of the library, 85% of the respondents were satisfied or very satisfied with the LRC website (Q4); 84% were satisfied or very satisfied with the LRC online catalog (Q25); 83% were satisfied with the online journal and reference databases (Q26); 81% were

satisfied or very satisfied with the e-book collection (Q27); and 69% of students were satisfied or very satisfied with Ask a Librarian online chat reference services (Q34). These results demonstrate substantial satisfaction with online services. (II.C-10)

As for availability of computer labs on campus, both in the academic labs and the CIL, in the 2009 Student Satisfaction Survey, 76% of the students agreed or strongly agreed that the availability of the open computers labs was sufficient to meet their educational needs (Q82). (II.C-12)

Tutoring hours have expanded overall with the consolidation of services into one central location. In the 2009 Tutoring Center POS Survey, 84% of the students agreed or strongly agreed that that the office hours were convenient to meet their needs (Q11), and 89% agreed or strongly agreed that time spent waiting for assistance was reasonable (Q15). With the expansion of hours, more students, including evening students, will be able to access more services. (II.C-14)

The college meets this standard.

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

Description

The LRC receives custodial support as needed during the day and evening shifts and a crew for the graveyard shift to ensure that the building is kept clean and is properly maintained. Custodial services are provided to Tutoring Services and the academic labs on a daily basis to ensure their cleanliness.

The LRC has an alarm system that is activated when the building is closed; this system feeds directly to the college/district police dispatch station. A separate security system has been installed for the library, ensuring that books and other materials are not removed from the library without authorization. Remotely accessed online library services requiring authentication are validated using EZ Proxy, which is checked against a list of current students and faculty that is updated daily. The CIL student lab uses an attendance tracking system based upon the student's CSID number. During hours of operation, two Instructional Assistants constantly staff the lab. In addition, network administration of the lab monitors the number of software licenses in use. Equipment has been secured throughout the LRC through cabling and in some cases specific alarms have been installed.

The academic labs all have intrusion alarms, also feeding directly to the college/district police dispatch. When the labs are open, either a faculty member or a technician is present at all times.

In terms of securing downloads and files to the student computer equipment, the college uses Steady State and Avast, which is an anti-virus, and also deploys network administration of all machines. Maintenance of computers and AV equipment is administered by the School of Learning Resources and Technology technical staff on a scheduled basis. Every precaution is taken to ensure that the equipment is cleaned and maintained to assure maximum longevity.

In addition to considerations of security and maintenance, the LRC has created a detailed Disaster/Emergency Plan, which is a comprehensive disaster plan that identifies LRC and campus emergency teams and includes location of fire extinguishers, evacuation plans and maps, collection salvage supplies and priorities, insurance information, emergency supplies and disaster recovery resources. The LRC holds an institutional membership with San Diego and Imperial County Library Response Network (SILDRN) and Western States and Territories Preservation Assistance Services (WESTPAS). Both organizations provided guidelines and tools for creating the disaster plan, and for the creation of the Pocket Response Emergency Plan, which is a one page document that contains essential information needed at the point of emergency/disaster response. (II.C-20)

Evaluation

Custodial maintenance of the LRC, tutoring services, and academic labs is satisfactory. The carpets in the LRC are cleaned on regular basis, but they are displaying wear.

Security in the LRC and the academic labs is stable. There have been few cases of theft.

The college meets this standard.

Standard 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.

Description

The library makes use of several collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents.

These services are detailed below.

San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCCCLRC). This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a

Joint Powers Agreement (JPA) that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of the library chairs/directors to discuss issues of common interest, participation in the shared video library collection (which includes delivery services), and access to “live chat” reference service through Ask-a-Librarian. Contracts for services such as this are negotiated through the cooperative to obtain discounted pricing.

Community College League (CCL). The library is a participating member in CCL, which is a statewide organization of all community college libraries, one of whose subcommittees evaluates databases and negotiates special pricing for members of the league. Examples of the database subscriptions obtained through this agreement include ProQuest, EBSCOhost, PsycArticles, and AP Archives.

Library Advisory Group (LAG). LAG includes librarians from all three of the colleges in the San Diego Community College District. The group meets twice per year to discuss mutual concerns and to cooperate on projects of benefit to all three libraries. LAG has implemented projects including: (i) upgrading of the libraries’ online catalog to be interactive with the internet and accessible through the library websites; (ii) subscriptions to common databases and eBook collections; and (iii) creation of common elements of the 2009 LRC Point of Service Surveys for the three libraries.

Interlibrary Loan Services (ILL). The library obtains interlibrary loan of materials for its students, faculty, and staff through a variety of sources. The most immediate is the specialized and expedited loan of books between the three libraries in the district (SDCCD). The library is also a member of OCLC, which enables the Mesa College Library to borrow requested titles from many other libraries in the U.S. for library users; the library also lends books to those same libraries for their library users who request titles Mesa owns.

Evaluation

The library enjoys many benefits from their cooperative relationships. SDICCLRC provides a venue for the nine participating libraries to meet bi-monthly in order to address common needs. The media library is a resource for the faculty, but most faculty have come to prefer locally owned media now. To accommodate this, the JPA was changed to allow participating libraries to use some of their consortium funds for local purchases. A new technology currently under discussion by the group is the purchase of a streaming video database. Of concern is the captioning of such products, which is a requirement for all California Community Colleges.

The Community College League, in partnership with the Council of Chief Librarians, conducts cooperative evaluation of databases, including cost negotiation; one of the Mesa librarians has been a member of this committee for over five years. This participation has enabled Mesa to stay apprised of opportunities to better meet our student needs.

The college meets this standard.

Standard 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.

Description

The library evaluates its effectiveness in meeting student needs through a variety of measures. One measure is the Point of Service Survey, which was administered in 2002, again in 2007 (which did not get a large enough number of respondents to make it generalizable), and in February of 2009. The library plans to make this survey a recurring measurement of its effectiveness, and align it with the program review process. In addition, the library receives feedback from the college-wide Student Satisfaction Survey and the Employee Perception Survey. (II.C-10, 11, 12) Although informal, the LRC also collects feedback from the Suggestion Boxes located in the building.

The library also measures the Student Learning Outcomes of its one-unit Library Science 101 course and its instructor-requested library instruction classes. The latter uses a pre and post test, which is administered at the beginning and end of the instructional sessions. The former is assessed using assignments where the student is expected to demonstrate the skills and knowledge associated with the SLOs. (II.C-15)

In terms of measuring what the library does, it keeps records on the number of library instruction sessions, the number of students who attend the walk-in workshops, the number of reference questions answered both at the Reference Desk and online, and circulation statistics for everything from the circulating book collection, to e-books, to videos and course reserves. The AV department keeps statistics on booth usage, production requests, and campus support activities. The library participates in providing statistical information to the following surveys: the Association of College and Research Libraries "Survey on Information Literacy;" the California State Library's California "Academic Libraries Report;" National Center for Education Statistics "Academic Libraries Survey;" and the CCCCO and Council of Chief Librarians "Annual Library Data Survey."

The Center for Independent Learning also uses feedback from the LRC POS Survey and the college-wide surveys for student satisfaction and faculty perception to gauge their effectiveness in meeting student and faculty/staff needs. (II.C-10, II.C-11, II.C-12) In addition to this information, the CIL uses software generated reports to assess the number of times each software application was opened and for how long. In the CIL Faculty/Staff lab, information is collected regarding problems with the hardware or software, and requests for support and future purchase.

The High Tech Center uses evaluation of the Student Educational Contract, which is created by the DSPS faculty member and the individual student, to determine student learning outcomes. The faculty member is also evaluated by the student using the district Faculty Evaluation Form, which provides feedback to the faculty member.

The campus academic computing labs collect headcount information from students who enter, login, and use the computer labs on campus. Faculty teaching courses using the campus labs collect evaluative information regarding student learning outcomes in these settings.

Prior to consolidation, each of the tutoring centers kept extensive records on the number of students using the services and their satisfaction with the services. In addition, Point of Service Surveys were conducted in 2009. With the new consolidated tutoring center, changes to evaluation measures will be determined by the faculty, staff, dean, and advisory committee.

STAR TRIO tracks student usage of the lab using SARS TRAK and SARS GRID. In addition, tutors complete a Tutor Session Summary for each student that is tutored. Academic progress is monitored each semester via Student Progress Reports completed by instructors. Students identified by tutors or instructors as being "at-risk" are required to meet with a STAR TRIO counselor. STAR TRIO program data is tracked through StudentAccess, a dedicated TRIO database.

Evaluation

The library has begun the process of measuring SLOs, but there have been technical difficulties with doing so in the library classroom setting. There is currently a pre and post test in place that is working, and data are being collected for evaluation. The SLO for Reference Service is being assessed in spring, 2010, as described in section II.C.1.b. SLOs for the one-unit Library Science 101 class have been collected and assessed. Other measurements included surveys. In the 2007 Point of Service Survey, the response rate was too low to generalize; lessons learned from the administration of this survey led to the success of the survey that was administered in early 2009.

Clearly, data are collected and analyzed regarding usage of materials and services in the LRC. These data are used to inform the acquisition of materials, determine proper staffing levels, inform technology purchases, and provide other information as needed, but it is not clear how these data provide direct evidence of contributing to student learning outcomes. The library is responsive to instructional needs, purchases books, and videos and subscribes to databases in support of the curriculum, and makes these materials available to the campus constituents.

The Tutoring Center has been collaborating with disciplinary faculty in the past and will continue to do so with the newly consolidated model.

The college meets this standard.

Planning Agenda for Standard IIC: LIBRARY AND LEARNING SUPPORT SERVICES

The College has a rich history of meeting the library and learning support needs of the college community. On-going planning, documented in Program Review, will continue to provide the direction for these efforts.

No other plans of action are identified at this time.

Standard IIC Evidence

- II.C-1 School of Learning Resources and Technology Program Review Year One Report 2006-2007
- II.C-2 Library Holdings Information: Email from Roger Olson, Technical Services
- II.C-3 Electronic Resources Librarian, Mesa College
- II.C-4 Library Website: <http://www.sdmesa.edu/library>
- II.C-5 LRC website: <http://www.sdmesa.edu/lrc/index.cfm>
- II.C-6 CIL website: <http://www.sdmesa.edu/cil/index.cfm>
- II.C-7 African Art Collection: <http://www.sdmesa.edu/african-art/index.html>
- II.C-8 Audiovisual Department Website: <http://www.sdmesa.edu/av/index.cfm>
- II.C-9 High Tech Center: <http://www.sdmesa.edu/dsps/htc.cfm>
- II.C-10 2009 Mesa College LRC Point of Service Survey
- II.C-11 2009 Mesa College Employee Perception Survey
- II.C-12 2009 Mesa College Student Satisfaction Survey
- II.C-13 Mesa College Library Monthly Circulation Reports
- II.C-14 2009 Mesa College Tutoring Center Point of Service Survey
- II.C-15 Library Instruction Website: <http://www.sdmesa.edu/library/instruction.cfm>
- II.C-16 Library Student Learning Outcomes
- II.C-17 Mesa College Associate Degree Level SLOs webpage: <http://www.sdmesa.edu/instruction/slo/pdf/03-04ASdegree.pdf>

II.C-18
II.C-19
II.C-20
II.C-21
II.C-22

Hold for new Tutoring website
Mesa College Computer Inventory
Mesa College LRC/Library Disaster Plan