

Standard IIC. 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.

Description

Library

Centrally located on the upper campus, the College library provides a diverse collection of print, electronic and media resources and computer technology to meet the academic and vocational needs of on-campus and distance learning students. Built in 1997, the 29,886 square feet facility seats approximately 300 library users through a combination of tables, study carrels and casual seating arranged throughout two floors. The library's resources include an extensive collection of printed reference and circulating books, online databases, selected print periodicals, multimedia, and 34 Internet accessible computers. The online catalog and library databases can be accessed through the library's web page; a username/password is required to log in to subscription databases from off-campus. The library makes an essential contribution to student learning and academic success through its information competency program, which is a general educational learning outcome for the associate degree, bibliographic instruction sessions, and individual teaching through reference interactions.

Learning Support Services

The College offers a broad spectrum of learning support services (LSS) including tutors, an open access computer center in the Advanced Technology Center (ATC) Mall and subject specific learning laboratories with dedicated technology, materials and staffing. LSS include: Allied Health Lab; Basic Skills Lab; Business Education Technology (BET) Lab; English as a Second Language (ESL) Lab; Blackboard/WebAdvisor Help Desk; Language Lab; Math Lab; Tutoring Services; Writing Center; and the ATC Mall. With the exception of the Language Lab (located in Building 30), all other student learning support services are strategically located in the new Advanced Technology Center (Building 21).

The ATC Mall houses 98 PC computers devoted to general student use. Each computer is equipped with the Microsoft Office suite. Many computers are equipped with course specific software to support academic departments including ADAM (anatomy/physiology), Peachtree (accounting) and Maple (math). Additionally, many computers are equipped with direct links to

ALEKS and CourseCompass web-based math support software. Six MAC computers are equipped to support digital art and computer integrated design courses. Four ADA work stations are equipped with specialty assistance software.

IIC-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.

IIC-1a. 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

Library

The institution supports the quality of its instructional programs by providing library resources, funding and personnel to meet student learning and teaching needs. The library is currently staffed by two full-time faculty librarians, 1.5 full-time equivalent (FTE) adjunct faculty librarians, and six library technicians. VVC's library collection includes approximately 60,595 books, 70 print periodicals, 4,784 video and 6,139 audio recordings, and 18 periodical and reference databases. The library maintains a web site (Item IIC-1) that provides on campus and remote access to the catalog, full-text databases, research tools developed by librarians, and general information.

In accordance with the library's collection development policy (Item IIC-2,) the library provides a quality collection of books, online databases, periodicals, and media resources. Librarians select materials in a variety of formats based on relevancy to curriculum, currency, diverse viewpoints, existing collection, circulation and usage statistics, cost and recommended reviews in library periodicals. Faculty input to collection development is a result of individual contacts with instructors and a Curriculum Committee process that encourages recommendations to support new and updated courses. When new materials are processed, faculty are advised via email of new holdings in their curricular areas. New books are advertised to students through displays and occasionally through the *RamPage* student newspaper.

The library's collection includes resources in basic skills and English as a second language, as well as vocational and other lifelong learning skills. The library has an extensive collection of abridged readers used by ESL students. In the last fiscal year, funds from the Basic Skills Initiative were used to purchase multiple copies of books that are required reading for the English basic skills students; unfortunately, theft and unreturned materials are thinning this collection of basic skills readers.

A special collection of local history materials is a unique resource to students, faculty, community members, and other historical researchers.

The library houses a collection of reserve textbooks, supplemental reading and viewing materials required for classes. These reserve materials, which are provided by instructors, may be photocopied or used in the library for a 2-hour period. Usage statistics show a 42% increase in use of the library reserves between 2008-09 and 2009-10 (Item IIC-3.)

In Spring 2010 faculty and students were surveyed (Items IIC-4 and IIC-5) to assess their satisfaction with the library’s print and electronic collections. Overall, both user groups agreed that the library’s resources meet curricular and research needs, as noted in Table IIC-1 below.

Table II- 14. Student and Faculty Satisfaction, Library Collections

	Strongly agree	Agree	Disagree	Strongly disagree
Students: print resources meet research needs	50.5%	42.4%	7.1%	0.0%
Students: online resources meet research needs	51.0%	43.0%	4.2%	1.0%
Faculty: print resources meet curriculum needs	23.6%	70.9%	3.6%	1.8%
Faculty: online resources meet curriculum needs	29.1%	65.5%	5.5%	0.0%

The library’s “Five-Year Information Technology Plan: 2010-2015” (Item IIC-6) establishes goals related to library equipment, online information resources, instructional resources, technology infrastructure and support services. The technology plan strives to meet the information needs of the College community regardless of time or location by providing quality instructional services and programs to support student learning outcomes and the College curriculum. In summer 2010, the library migrated to the newest SirsiDynix web interface for the online catalog, called E-Library.

Learning Support Services

The services, equipment and materials offered in LSS labs are the product of an interactive dialogue between faculty and learning support services professionals. While this process varies by department, software in each lab is routinely evaluated to support instructional objectives.

The Allied Health Computer Lab provides computer software programs specific to each subject area of nursing. Some programs are required for courses, while others are an optional enhancement to the student learning process. All nursing students take scheduled computerized exams in the lab including the TEAS (Test of Essential Academic Skills) and the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) Challenge Exams. Each semester, nursing students must also pass a computerized Math Dosage Calculation Exam. A computer practice program is available to assist students in preparing for exams. Instructional Assistants and faculty make recommendations to modify the software in response to changes in licensure requirements.

The Basic Skills Lab supports over 250 students who are enrolled in one or more basic skills courses. During this past academic year, faculty and learning support services professionals revised the software available in the lab. Current software includes *Plato*, *Skills Bank* and the *Townsend Vocabulary Placement Test (English only)* to supplement lecture courses and develop student skills. In the lab, students are assisted by faculty and an Instructional Assistant who also maintains student records and troubleshoots software issues.

The Business Education Technology program offers classes with a lecture component paired with the lab. The BET Lab is open during class meeting times. A full-time Instructional Assistant assists faculty and students with lab maintenance and upgrades to ensure that software remains current, supports curriculum requirements, and facilitates student learning.

Two ESL Labs are available to students in support of their ESL or Adult English non-credit courses. The lab houses a variety of resources, including dictionaries, textbooks, and computerized programs such as *Side by Side Interactive* and *Rosetta Stone* designed to help students at all levels improve their reading, writing, speaking, and listening skills. The Department regularly updates courses to reflect community needs. During the past academic year, the program was revised to streamline course offerings to better evaluate student progression. Faculty members make a concerted effort to integrate lab software into their lesson design. Software is evaluated in light of course changes. The Lab is open during class meeting times.

The College contracts with Blackboard to support its distance e-learning environment. Blackboard may be a component of some or all of a student's courses as either a supplement to the course, as an element of a hybrid course or as the structure for a completely online course. Students who experience difficulty may call, email or walk up to the Help Desk located in the Advanced Technology Center. In consultation with faculty and staff, the Director of MIS monitors and supervises the upgrade of the Blackboard platform and the support offered to both students and faculty.

The Language Lab provides a variety of language specific computer software programs that directly support the foreign language curriculum. These programs provide current audio and visual language recognition and pronunciation features, including built-in assessment capabilities for immediate feedback and progress assessment. Instructors may schedule classes in the lab to enhance the students' learning experience through interactive, hands-on activities. Faculty incorporate lab hours into their course syllabus. In consultation with two Instructional Assistants

who support the lab, the Foreign Language Department monitors lab software and recommends changes to ensure that it continues to effectively support student learning.

The Math Lab is currently located in the Advanced Technology Center (ATC) East mall and in room ATC - 155. Supported by a Senior Instructional Assistant and student tutors, the Math Lab offers drop-in tutoring, one-on-one tutorials, Internet assignment assistance, math computer tutorials and workshops. In consultation with learning support services professionals, Math Department faculty members select and monitor software and online applications such as *Maple*, *CourseCompass* and ALEKS. These programs, or shortcuts to online applications, are available on Math Lab computers. In consultation with the Math Department Chair, the Math Lab Instructional Assistant launched a pilot supplemental instruction workshop program to include Factor Trees, Divisibility, the Calculator, LCM, Factoring Polynomials, Percents, Radicals, and Signed Numbers (Item IIC-7.) These workshops coincide with the sequence in Math 10 and Math 50 courses.

In response to student needs, the College tutoring program strategically focuses on the development of writing and math skills. Writing Center tutors serve hundreds of students across disciplines and provide both one-on-one and small group tutoring. In response to student needs, evolving course requirements and departmental input, the Writing Center offers workshops (Item IIC-8) and handouts (Item IIC-9) that assist with the writing process.

ATC Mall tutors provide one-on-one and small group tutoring to support student learning in math courses across the sequence. Each tutor is selected based on course performance and faculty recommendation. Students may make appointments for one-on-one or small group tutoring. The hours of availability will vary by tutor, but generally support student needs during most hours of operation. The Tutor Satisfaction Survey indicates a good to high degree of satisfaction with tutoring services (Item IIC-10.)

IIC-1b. 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

Library

The library provides ongoing instruction to support information literacy through an information competency graduation requirement, class-specific bibliographic instruction sessions and individualized teaching through reference transactions.

In Spring 2008, information competency was approved as a general education learning outcome (Item IIC-11) for the associate degree. The information competency student learning outcomes include: determine the nature and extent of information needed and identify a variety of types and formats of potential sources of information; utilize research tools such as online catalogs, databases, printed indexes, reference sources, and/or the Internet to effectively locate and retrieve information resources; analyze and evaluate information for criteria including

credibility, relevancy, authority, currency, and point of view or bias; organize information and clearly communicate in order to accomplish a specific purpose; and utilize information effectively and in accordance with legal and academic standards.

In Fall 2008, the library's information competency program was implemented as a graduation requirement for the associate degree. This information competency component is embedded in the curriculum for English 101, which is also required for the associate degree. Students who do not complete English 101 at VVC are required to complete the library information competency workbook prior to graduation. The information competency program includes a 45-minute instruction session taught by a librarian in the library's instruction room, followed by a hands-on workbook that students must complete in the library. The 40-question multiple choice workbook (Item IIC-12) is designed to introduce students to research strategies and information resources in both print and electronic formats. The workbook content includes: subject searching in the library catalog to find a book and recognize the parts of a bibliographic record; differentiating between magazines, scholarly journals and newspapers; recognizing the parts of an article citation; searching an online database to retrieve a periodical article; understanding and evaluating web sites; using the Internet to find resources; using the Library of Congress classification number to locate specialized reference books, then using an index or table of contents to find information in the books; and using the MLA format to cite sources in the proper works cited format. The workbook series consists of 30 unique topics in American history, science, political science, social science and business. In the 2009-2010 academic year, 1,512 students completed the library workbook. Students typically have good success rates with accurately completing the workbook questions. For example, in Spring 2010, 705 students completed the workbook and only 4% scored less than 70% accuracy.

The library's contribution to student learning is also demonstrated by instruction sessions that teach search strategies and effective resources to help students complete research assignments. Librarians teach course specific instruction sessions (i.e. – for courses other than English 101) in a dedicated library instruction room which has a computer and data projector. These instruction sessions are designed to meet the learning outcomes for research assignments, such as: using library resources to help choose a topic and refine the research focus; using the library catalog to find books; and using an online database to retrieve scholarly journal or magazine articles. Research guides to support specific class assignments are available on the library web site and print handouts are distributed to students during instruction sessions. In the 2009-2010 academic year, librarians provided information competency instruction for 88 classes, including sociology, political science, child development, psychology, and biology.

One-on-one instruction between librarians and students is an ongoing occurrence during reference transactions. The reference desk is staffed by faculty librarians all hours that the library is open; librarians practice a pro-active or roaming reference approach to promote interaction with students. Like other aspects of public services, reference transactions have significantly increased during the past year, with 13,116 reference transactions recorded for the 2009-2010 academic year, which is a 71% increase from the prior year (Item IIC-13.)

Learning Support Services

Not applicable.

IIC-1c. 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

Library

The library is open 65 hours per week during the fall and spring semesters, including evening and weekend hours, 40 hours during the summer semester, and varying hours during winter session depending on course offerings. Fall/spring hours are Monday through Thursday, 8:00 am to 9:00 pm; Friday 8:00 am to 4:00 pm; Saturdays 10:00 am to 3:00 pm. Summer hours (when campus is open for a 4-day workweek) are Monday through Thursday, 8:00am to 6:00pm. Professional librarians are on duty during all hours the library is open. To accommodate early or late classes, librarians provide instruction sessions during times when the library is normally closed. The gate count for 2009-10 showed that 235,973 people visited the library, which is a 24% increase from the previous year.

Web-access to the databases and online catalog is available to support off-campus and distance learning students. Although off-campus access to subscription databases is currently handled through an online application process, the planned “student portal” will enable students to log in to databases using their campus credentials. During the 2009-10 academic year, 3,477 students applied for the off-campus password for remote access to the databases. The library’s web site provides access to research tools, sample citation formats for Modern Language Association (MLA) and American Psychological Association (APA,) subject research guides, criteria for evaluating web sites, links to Internet resources and general library information. The library’s 34 computers have Internet access with free printing and students who bring their own laptops may access a wireless Internet connection throughout the building.

A dedicated computer station with assistive technology is available for students enrolled in Disabled Students Programs and Services (DSPS). This workstation has ZoomText Xtra screen enlarger, Kurzweil 3000 reader software, and Jaws for Windows screen reader.

Community members may join the “Friends of the Library” for a fee of \$12, which entitles them to borrowing privileges. The Friends group sponsors various activities including an annual book sale and the award ceremony for the VVC writing contest.

Learning Support Services

Student learning programs are widely available and generally provide students and student support personnel with excellent access to services. During the regular session, the Mall located in the Advanced Technology Center is open Monday through Friday 7:45 am – 10:00 pm and Saturday 8:30 am – 5:00 pm. During the summer, the building is open Monday through Thursday 7:30 am – 7:30 pm and mirrors the course calendar. According to tracking software, the ATC Mall last year provided computer access to 17,747 students and recorded 92,419 student lab hours (Item IIC-15). Supported by two Instructional Assistants, the Allied Health Lab is available to students Monday through Thursday, 8:00 am – 12:30 pm; 1:45 pm – 5:30

pm and Friday, 1:30pm – 5:30 pm. The Basic Skills Lab is an open lab environment that supports over 250 students and is available Monday through Thursday 8:00 am – 5:00 pm; Friday 8:00 am – 2:00 pm and Saturday, 10:00 am – 2:00 pm. In support of the Foreign Language Department, the Language Lab is open Monday 8:45 am – 12:30 pm, 1:30 pm – 5:00 pm; Tuesday through Friday 8:45 am – 12:30 pm, 1:30 pm – 9:00 pm; and Saturday 10:00 am – 2:00 pm. The Math Lab in the ATC Mall is open Monday through Friday 7:45 am – 9:00 pm. The Math Lab is also available Monday – Friday afternoon in ATC-157. It is currently supported by an Instructional Assistant Monday through Friday 12:30 pm – 9:00 pm. The Writing Center is open Monday through Thursday 9:00 am – 7:00 pm and Friday 9:00 am – 3:00 pm. Students may also submit papers to the “Online Tutor” at http://www.vvc.edu/offices/writing_center/online_tutor.shtml. Papers are reviewed and comments offered within twenty-four hours. To support the growing number of *online* courses, the Help Desk offers assistance with Blackboard, Webadvisor and student email Monday – Friday 7:00 am – 9:30 pm and Saturday 8:30 am – 3:00 pm. Students may submit questions to the Help Desk via phone, email or walk up service. Labs share common adaptive technology and devices. While there are some differences in the devices, every effort is made to assist students with specific learning needs. Students enrolled in English as a Second Language (ESL) Lab and the Business Education Technology (BET) Lab courses may utilize lab software in conjunction with their course.

IIC-1d. The institution provides effective maintenance and security for its library and other learning support services.

Description

Library

The library’s physical collection is secured by a 3M radio frequency theft detection system which sounds an alarm when materials are taken from the building without being properly checked out through the circulation process. Public access computers are protected through a security software program called “WinU” that prevents access to the desktop/program files and Sophos virus protection software. The Technology and Information Services (IT) Department maintains all hardware and access to instructional and administrative campus networks. The library’s technology plan (Item IIC-6) ensures effective maintenance of the SirsiDynix integrated library automation system through a 5-year annual maintenance agreement and a plan to replace the server within 3-5 years. Maintenance and Operations Department (M & O) provides maintenance of the library building. Security is enhanced by periodic walk-throughs by campus police. General wear and tear on the building has been exacerbated by two classrooms on the lower floor of the library, which also contribute to problems related to noise, and food/drink brought into the building.

Learning Support Services

The College provides excellent maintenance and security for learning support services. Computers are regularly maintained. A dedicated Information Technology staff member quickly responds to any hardware or software challenges reported through a work order management system. Upgrades and re-imaging of lab computers are routinely completed during winter or

summer sessions to minimize adverse student impact. M & O maintains the learning support service centers. Requests for equipment repair are handled quickly and each center receives a deep cleaning annually. The installation of new tracking software in each of the learning labs has improved the efficiency, accessibility and security (Item IIC-15).

IIC-1e. 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

Library

The library has collaborative agreements for interlibrary loan (ILL) and reciprocal borrowing privileges at other academic libraries as a means of supplementing the library's collection. These services are utilized when specific materials that support student learning are not available in our library. ILL is managed through a membership with Online Computer Library Center, Inc. (OCLC). In the 2009-10 academic year, the library borrowed 93 items from other libraries and provided 46 interlibrary loans to other institutions. The library's membership in the Inland Empire Academic Libraries Cooperative (IEALC) (Item IIC-16) provides students with library borrowing privileges at 18 Colleges located in the Inland Empire region, including CSU San Bernardino. In 2009-10, 13 VVC students were issued IEALC cards to borrow materials from other libraries. ILL and IEALC services are promoted on the library's web site, the library brochure, instruction sessions and through student-librarian reference interactions. Staff members attend annual meetings to learn about new innovations and regulations related to resource sharing.

The library participates in the Community College Library Consortium (CCLC) (Item IIC-17) for purchasing online databases. The consortium, a partnership between the Council of Chief Librarians and the Community College League of California, works on behalf of community College libraries to negotiate contracts for electronic resources. Librarians consult the CCLC database reviews and track database usage statistics to evaluate the usefulness of these subscriptions in meeting curricular needs.

The District contracts with a third-party vendor which provides four photocopy machines in the library; these machines are self-service with black and white copies for .10 per page.

Learning Support Services

Not applicable.

IIC-2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

Library

The library uses a variety of methods to evaluate its services, collection, and library instruction program, including student and faculty satisfaction surveys, assessment of information competency student learning outcomes, self-evaluation through the annual program review process, collection inventory, and committee participation.

In Spring 2010, online user satisfaction surveys managed through the “SurveyMonkey” web site were promoted to students through a link on the library’s homepage and emailed to all part-time and full-time faculty. The student survey (Item IIC-5) evaluated satisfaction and program effectiveness in the following areas: how well the library’s print collections and online resources meet research needs; library instruction; website; facility; public services; and hours of operation. The faculty survey (Item IIC-4) evaluated satisfaction with how well the library’s print and online resources meet curricular needs, the effectiveness of bibliographic instruction, services and hours. Survey results showed that the majority of students strongly agree that the library’s collections meet research needs, they are satisfied with the assistance received from librarians and public services staff, and 68% rated their overall satisfaction with the library as excellent. Faculty (39 full-time and 18 part-time instructors) responses were somewhat less enthusiastic, with a majority agreeing that library resources meet curriculum needs, 58% agreeing that bibliographic instruction provided by librarians meet curriculum needs, and 48% rating their overall satisfaction as excellent.

Data reports from the SirsiDynix automation system provide statistics on circulation and material holdings by call number that are used to evaluate how the collection meets actual needs and areas where materials should be added. An annual inventory of the collection provides a measure for quality control: corrections can be made to update the catalog for missing items and adjustments made for misshelved or other problem items.

In Summer 2009, librarians implemented a multiple choice assessment for the information competency workbook completed by English 101 students. The assessment asked five summary questions designed to measure understanding the difference between a library catalog and an online database and recognizing standard parts of a bibliographic record and periodical citation. These assessment questions were derived from the information competency student learning outcome (Item IIC-11): “utilize research tools such as online catalogs, databases, printed indexes, reference sources, and/or the Internet to effectively locate and retrieve information resources.” The initial assessment results (Item IIC-18) revealed that some students may not be familiar with library terminology introduced in the workbooks, although most students demonstrated an understanding of online databases and periodical citation formats.

The library participates in ongoing self-evaluation and planning for improvements related to the collection, services, instruction, technology, budgeting, and staffing through the annual program review or P.R.A.I.S.E. report (Item IIC-19) a Five-Year Information Technology Plan (Item IIC-6) inventory of the print collection and periodic weeding. Librarians participate in faculty committees such as Curriculum Committee, Graduation Requirements Committee, Academic Senate, and attend department chair meetings for the Humanities, Arts, and Social Science division to represent and promote the library to the campus community. The curriculum approval process for new and updated course outlines of record requires faculty to review the library's collection for adequate resources to support curriculum, and provides an opportunity to recommend new materials for acquisition.

Learning Support Services

Tracking software in each lab permits the College to evaluate student use and access to learning support services. At the end of each semester, Instructional Assistants create reports that document utilization by day, hour and, in some cases, subject area. These reports are used to evaluate lab availability and student access to resources. Beginning Spring 2010, more stable tracking software was implemented in each student learning lab. Specialized software tools (SARSTrack and PC-Track) have proven to be more stable and can more accurately reflect student utilization. These data have assisted the administration with staff scheduling.

Writing Center and ATC Tutor Satisfaction surveys (Item IIC-24, IIC-25) provide an opportunity for students to comment on the use of these services. Approximately 85% of the students surveyed indicated that they were "very satisfied" that the Writing Center helped them reach their educational goals. Over 90% of the students surveyed indicated that the ATC Mall did a "good" or "great" job in support of student learning.

The evaluation of how learning support services contribute to student learning largely occurs at the departmental level. Each department assesses the linkage between student learning objectives (SLOs), course curriculum and support services. Through observation, faculty and Instructional Assistants evaluate software and make recommendations for updates as necessary to maintain their adequacy. Each department requesting support for its students in a lab is responsible for purchasing the software and sufficient licenses.

Annual program reviews offer another District vehicle to evaluate student support services and to recommend improvements. This process creates a structure for formal input and evaluation at each level of operation ranging from the individual department to the entire College. The College routinely upgrades software to conform to industry standards. At least once each year, computers are re-imaged and new and / or updated software is added to conform to faculty, learning staff and student needs.

Evaluation, Standard IIC

Library

Standard IIC-1, IIC-1a: The library meets the resource and collection development standards by providing diverse materials in print and online formats to meet the instructional and curricular needs of the College. Materials selection and weeding are guided by the library's collection

development policy. The current budget crisis, concurrent influx of great numbers of students and development of off-campus teaching centers (i.e. the East Side Public Safety Center and classes held at off-campus locations) may result in a need to purchase more resources in online formats that can be accessed remotely and by multiple simultaneous users.

The quality, quantity and currency of the library’s resources have been negatively impacted by the economic crisis and elimination of categorical funds used to purchase books, periodicals and online databases. In 2009-2010 the loss of the state funded Instructional Equipment/Library Materials block grant and the Telecommunications Technology Infrastructure Plan (TTIP) from the California Community Colleges’ Chancellor’s Office resulted in a 100% reduction to the print periodical and database subscriptions, and 55% reduction to the book budget. Due to the rollover policy of the TTIP funds, the library was able to use the balance of the FY 2008-09 funds along with general fund book budget and some Title V-HSI funds to renew databases through the next academic year. Periodical subscriptions were reduced by 64% and many standing order reference books were canceled in order to maintain and/or expand database offerings. In response to the library’s program review plan (P.R.A.I.S.E. report, Item IIC-19) for the 2010-11 fiscal year, some budget restoration has been provided through general funds and categorical Perkins funds. The library was also the recipient of a one-time \$10,135 donation from the College’s administrators. There is still a critical need for long-term, permanent funding to restore the loss of categorical funds for online databases, periodicals, and books. Librarians will continue to prioritize expenditures for books and online sources that meet the greatest student needs.

The Association of College and Research Libraries (ACRL) “Standards for Libraries in Higher Education” (Item IIC-20) suggest evaluating collections and professional staffing levels by comparing them to peer libraries with similar student populations. Based on FTES data from the Community College Library Consortium (Item IIC-14) and materials and staffing data from “California Library Statistics 2008” (Item IIC-21, pp.103-104, 107-108,) a comparison with California community Colleges of similar FTES shows VVC’s collection is somewhat smaller than comparable institutions (see Table IIC-2 below). The library is also deficient in the area of full-time faculty librarians in relation to the size of the institution. The library currently has two full-time faculty librarians who are responsible for the daily operations of the library and three adjunct librarians who are assigned to reference and instruction duties. A full-time faculty librarian position vacated through resignation in Fall 2010 has not been replaced. The library lost its designated department chair position as a result of “Project Synergy” reorganization in Fall 2010, when the library was merged into the “Counseling, Guidance and Library Science Department”; a counselor represents the library as department chair. In Spring 2010, the District appointed a librarian as a discipline facilitator for 3 hours per week to handle duties formerly assigned to the department chair. There is no library Director; the staff reports to the Dean of Humanities, Arts and Social Sciences.

Table II- 15. ACRL Standards for Libraries in Higher Education – Input Comparisons

<i>COMMUNITY COLLEGE</i>	<i>FTES</i>	<i>VOLUMES HELD</i>	<i>RATIO OF VOLUMES TO STUDENT FTE</i>	<i>FTE LIBRARIANS</i>	<i>RATIO OF STUDENT FTE TO LIBRARIANS</i>
West Valley	4519	100,830	22	4.36	1036

Cuesta	4647	75,471	16	6.37	730
VVC	4763	56,152	12	3.71	1284
Chabot Hayward	4850	67,948	14	4.45	1090
Shasta	4889	75,851	16	2.6	1880

Standard IIC-1b: The library meets the instructional standard through its information competency program which is a general education student learning outcome and requirement for the associate degree, as well as course-specific bibliographic instruction sessions and teaching that occurs during reference transactions. The library has recently initiated an assessment project designed to evaluate learning outcomes for the information competency workbook, and plans to expand assessment practices to evaluate the effectiveness of the library instruction program. To accommodate online students, librarians are developing a web-based information competency program using the open publication “SearchPath” library tutorial created by Western Michigan University (Item IIC-22).

Standard IIC-1c: The library meets the accessibility standard through extended hours of operation and web site access to database subscriptions with full-text periodical, book, and reference resources. The library’s information technology plan proposes strategies to continue enhancing the library’s website to support students and faculty in distance education programs with web-based tutorials and research guides that support all levels of curriculum. As the campus deals with increasing numbers of students and decreasing budgets, we face potential problems related to adequate student access to computers along with a stable, reliable network technology infrastructure. The library will need to expand its holdings of online resources to support access by off-campus centers. The implementation of the new student portal should improve seamless access to the library’s online resources for all students. Enhancements to the library catalog will allow students to view their circulation records, place item holds, and renew materials online.

Standard IIC-1d , 1e: The library meets the standards for effective maintenance and security and documented, formal agreements for collaborative resource sharing and contracted services.

Standard IIC-2: The library meets the standard related to ongoing evaluation, assessment, planning, and improvement through annual program review and budget documents, library technology and collection development planning, student and faculty user surveys, and assessment of information competency student learning outcomes. Results from the recently implemented information competency assessments will be evaluated and used to revise and refine the information competency workbooks.

Learning Support Services

Standard IIC-1, IIC-1a: The wide array of learning support services meets the standards for effective instructional support, educational equipment and materials Learning support services

augment instructional programs, facilitate student learning and support the mission of the College to provide readily accessible, high quality learning opportunities that respond to student needs. The support services provided throughout the building assist students in the mission of the College and provide an excellent model of “an agile learning organization consistent with the needs of students and the communities that the College serves.”

Standard IIC-1b: Learning Support Services meets the instructional standard related to technology skills through tutoring and individualized assistance for independent learners in the open lab. General orientations provide an overview of information technology skills necessary to succeed. Additional assistance is provided on an “as needed” basis in response to immediate student concerns or interest. While past offerings of skills workshops have been sparsely attended, anecdotal evidence suggests that a portion of our student population would benefit from workshops in computer applications.

Standard IIC-1c: LSS meets the accessibility standard by providing adequate hours, computing technology and support services to meet student needs. With an increased reliance on technology for both matriculation services and *online* courses, computer access becomes essential. While many students have personal computers, a large number continue to rely on the College for this access. The ATC Mall and associated labs and centers provide both access and support that begins when students apply to the College and continue throughout their academic and/or vocational programs. Tracking data indicates that student use of the Advanced Technology Center (ATC) Mall is heaviest Monday through Thursday between 9:30 a.m. and 3:00 p.m. during the fall and spring semesters. There is a significant decrease in usage during the winter and summer and during vacation weeks. Most labs also note a significant decrease in student utilization on Fridays and Saturdays.

Standard IIC-1d: LSS meets the standard for effective maintenance and security for student learning needs during all hours of operation.

Standard IIC-2: LSS meets the standard related to ongoing evaluation and improvement through team meetings, student surveys, and evaluation of student success rates. Business processes and work systems are evaluated and improved through periodic meetings and interactions between faculty, Instructional Assistants (IAs) and student tutors. During this past year, for example, discussions yielded positive improvements to business processes and work systems including:

- The reorganization of Instructional Assistants’ hours and work locations to enhance student service;
- The creation of a Tutor Area for individual / small group tutoring;
- The creation of a dedicated room for the Math Lab;
- The installation of more stable tracking software to monitor student lab utilization;
- The creation and approval of an “Academic Use” procedure statement (Item IIC-23);

- The creation of signage in support of Associated Student Body (ASB) goals to better identify ATC services;
- The alignment of non-credit ACOM tracking in the Mall and tutoring programs to comply with new apportionment regulations.

While some data on lab utilization is encouraging, more data needs to be collected to determine the extent to which the services offered in the various labs actually enhance student achievement.

Students appear to be generally satisfied with the support provided. Over ninety percent of the students surveyed (Item IIC-24) stated that the ATC supported their learning, that the software met their educational needs and that the ATC Mall hours of operation were “good” or “great.” Five percent of students surveyed rated the hours of operation as “poor” and wanted expanded availability. Some students and faculty have expressed an interest in expanded evening hours for the Basic Skills Lab. Over ninety percent of students responding to a Writing Center Survey (Item IIC-25) indicated they were “satisfied” or “very satisfied” that the Writing Center helped them to reach their educational goals. More data needs to be collected regarding student satisfaction with other labs and services. Additionally, more data is required to explicitly connect learning support services and the attainment of student learning outcomes.

The College continues to evaluate how best to optimize lab use. Some departments, such as English as a Second Language (ESL) and Business Education Technology (BET) integrate the labs into lecture courses. This permits students in the lecture courses to immediately apply their learning. Other departments such as Basic Skills, Foreign Language and Math have created an open lab environment separate from the lecture component that allows students to drop in as their schedule permits. Faculty recommendations inform how each lab will best support student learning in their respective disciplines. Several labs such as the Writing Center and Language Lab make student resources available online so that students may have around the clock access to resources.

Summary of Opportunities for Improvement, Standard IIC

Library

The library must continue to meet the learning needs of a growing student population by providing adequate access to high quality information resources and computer technology. As off-campus learning centers are developed, the library must plan to provide seamless access to information resources for off-campus students. Simultaneously the College is dealing with challenges related to budget reductions to the online and printed collections and staffing deficiencies resulting from a full-time faculty librarian vacancy. The library will use institutional planning processes for program review to request replacement of the full-time faculty librarian position, a designated library department chair, and general fund budget restoration for library materials.

The library will implement an assessment program that will be used to improve student learning, library instruction and services, and the collection.

Learning Support Services

Student retention and transfer rates need improvement. Learning Support Services and resources should be integrated and deployed based on an Educational Master Plan and student performance data.

Planning Agenda, Standard IIC

Library and Learning Support Services

No planning agenda.

Evidence in Support of Standard IIC

- Item IIC-1. Library Collection Development Policy
- Item IIC-2. [Library Web Site](#)
- Item IIC-3. Library Usage Statistics, 2009-2010
- Item IIC-4. Library Faculty User Survey, Spring 2010
- Item IIC-5. Library Student User Survey, Spring 2010
- Item IIC-6. Library Five-Year Information Technology Plan, 2010-2015
- Item IIC-7. Math Lab Workshop Schedule, Spring 2010
- Item IIC-8. Writing Center Workshop Schedule
- Item IIC-9. Writing Center Handout Samples
- Item IIC-10. Tutor Satisfaction Survey, 2010
- Item IIC-11. General Education Student Learning Outcomes, Category VI, Information Competency (2010-11 Catalog, p. 55)
- Item IIC-12. Library Information Competency Workbook
- Item IIC-13. Library Reference Services Three-Year Comparison
- Item IIC-14. ESL 12A, ESL 12B *Basic Computer Literacy* Course Outlines
- Item IIC-15. ATC P.R.A.I.S.E. Report, Program Review, 2010
- Item IIC-16. Agreement of the Inland Empire Academic Libraries Cooperative
- Item IIC-17. [Community College Library Consortium](#)
- Item IIC-18. Library Information Competency Assessment Results, Summer 2010

- Item IIC-19. Library P.R.A.I.S.E. Report, Program Review, 2010
- Item IIC-20. Association of College and Research Libraries “[Standards for Libraries in Higher Education](#)”
- Item IIC-21. California Library Statistics 2008
- Item IIC-22. [SearchPath Library Tutorial](#)
- Item IIC-23. ATC Academic Use Procedure Statement
- Item IIC-24. ATC Mall Survey
- Item IIC-25. Writing Center Survey