

## Standard II.C. Library and Learning Support Services

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*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.*

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### Summary

The Library and Learning Support Services Division has undergone many changes in the past five years, intermittently supervising a variety of instructional campus programs including Radio, Television, Video and Film (RTVF); Paralegal; and MCHS. At the time of the campus reorganization in the 2010-2011 academic year, the Library Division was transferred to Student Services to balance out the vice presidential workload more equitably. Collegial processes were observed during the 2010-2011 reorganization. As part of Student Services, the division dean supervised a variety of campus services including Financial Aid, EOP&S, Student Life, DSP&S, and Student Health Services. The division lost some staff and departments that had traditionally been a part of it: Tutoring and the tutorial coordinator were reassigned and now report to the Mathematics, Business, and Computer Technology Division. In addition, the Audiovisual Department, two media specialists, a network specialist, and one library computer technician were assigned to the newly formed CTS.

The division itself was dissolved at the end of academic year 2013-2014 during the Student Services reorganization when the dean's position was eliminated. The Student Services reorganization in 2013-2014 did not follow the collegial processes used in 2010-2011. The campus administration first cited the decision as confidential personnel matters and then as a budget savings measure, yet the reasons for dissolution of the Library and Learning Support Services Division and elimination and/or reclassification of management positions in Student Life, DSP&S, Financial Aid, Admissions and Records, and the dean remain unclear. The Library will be under the supervision of a library director, who will report to the VPSS. The director's position was unfilled during the 2013-2014 academic year. The Library continues to supervise the Academic Advancement Department and the Library Technology Program, both of which have remained in the division/department throughout the many changes (5.1).

The 40,000-square-foot SBVC Library was the first of the new buildings constructed in the major reconstruction project of SBVC in this century. The SBVC Library houses in excess of 70,000 print books, 100 current periodical subscriptions, and 41 periodical and newspaper titles in microfilm. The Library offers chat reference services (Question Point) and 40 electronic databases that connect to library resources on and off campus.

The Library Computer Lab houses 117 computers for student use, with an additional 37 stations available in the library reference area. The Library is open six days a week, for a

total of 61 service hours. The Library's collection supports the wide variety of programs available at SBVC and contains two classrooms for instructional use, with one equipped with 31 computer stations for use to teach online research skills and the other for Academic Advancement and Library Technology Program classes.

Learning support services on campus that report to instructional divisions include the Computer Information Technology Lab, Health Science and Nursing Resource Center (Skills Lab), math tutoring drop-in, Reading Lab and open-use computer lab (with limited services), SSC STEM Program, Technical Learning Center, SI, and the Writing Center. Support services that report to the Student Services include the DSP&S HTC accessible computer lab, STAR/TRIO, and the EOP&S/CARE computer lab. Additionally, there is an open computer lab available in the Office of Student Life, called the Cyber Lounge, and a mini computer lab in ADSS102.

The SBVC Library and campus learning support services have established processes for the continuous assessment of SAOs/SLOs along with an established schedule for active evaluation.

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***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.***

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### **Descriptive Summary**

Learning support services provided by the Library and the campus Learning Support Services departments reflect SBVC's commitment to academic achievement by offering a variety of programs and services that support student success. The Library's collection includes books, periodicals, microfilm, reference materials, e-books, and online databases, all selected and coordinated to meet the varied needs of the current diverse student population as well as to provide the opportunity for lifelong learning for the campus community. In addition to these materials, the Library furnishes students with 117 computer workstations in the Library Computer Lab, including some equipped with adaptive software supplied through a partnership between the Library and DSP&S. This provision supports the strategic initiatives of access and student success.

Another library service provided to the campus is the availability of customizable BI sessions and open workshops taught by faculty librarians (5.2). In addition, the librarians have created several extremely popular, topic-specific "How-To" brochures, which guide students through various research and study problems from beginning library research to writing an outline (5.3). Perhaps the most popular library service offered is individual research assistance by Library faculty, available 61 hours per week. Online reference assistance to meet the needs of the DE students include an E-mail the Librarian service (5.4), which enables students to e-mail specific questions to campus librarians for help, and the chat reference service from Question Point, or 24/7 Chat Reference service, allows students to receive help from academic reference librarians via computer 24 hours a day, seven days a

week. Credo Reference e-books, which mirror in part the print reference collection, are available for online student use. In addition, beginning in fall 2013, a collection of over 100,000 e-books was added, supporting all classes taught at the campus (5.5).

The Library has licensed 40 reference databases (5.6) and a number of software programs for student research, made available on 37 dedicated computers in the reference area and also on all the computers in the Library Computer Lab. In addition, the databases are accessible remotely via password for currently enrolled students. Included are such specialized resources as the EBSCO Professional and Vocational database, which supports career and technical education, and the Ethnic Newswatch database, which meets the diverse interests of the student population (5.7). Skill-building databases supported by the Basic Skills Committee (Learning Express Library and ELL) have enhanced the Library database collection beginning in July 2013 (5.8). Currency of learning materials is maintained through daily updates to the database by the vendor.

Campus staff also utilize the Library's historic archival collection. For example, when organizing the anniversary celebration of SBVC, the committee was able to use images from the large historical photo archive. Additionally, in January of 2010, the CCC BOG asked member colleges to work on the California Nisei College Diploma Project that recognized Japanese students who, during World War II, were taken from their homes and classes and interned. The SBVC director of marketing and public relations requested the librarian's help in researching these students, who then were recognized and awarded a degree. Retired professor and local history author Roger Schmidt and his coauthor Harry Carson Frye acknowledged the assistance of Library Circulation Supervisor Angie Gideon and Librarian Patti Wall when their latest book was published in 2011, titled *The Blue and Grey: San Bernardino Valley College Sports 1926-2011*. The book is available in the Library on the second floor, call number GV691 .B658 S36 2011.

Librarians continue to expand their service to SBVC by engaging in partnerships with departments and services. Embedded librarianship, or partnership, has been practiced on this campus for some time within the disciplines of nursing, psychiatric technology, and English, where the faculty librarians have tailored specific library services for their students (5.9). As the "gateway to information" and to accessing the overwhelming amounts of information available at the touch of a smart phone, iPad, or computer, the embedded librarian is a partner in the students' success at SBVC. Last year a faculty librarian provided point-of-need instruction to students working on academic assignments in the VRC and SI (5.10). This innovative expansion to the standard role of research expert and inclusion as an integral part of the learning experience has proven advantageous to all. Embedded librarian services are a natural extension of how services are currently provided within the Library walls: class instruction, one-on-one reference service, and research workshops. The goal is to explore new ways to assist and provide pathways for student success through additional partnerships.

Learning support services on campus include the following (5.11):

- The SSC provides tutoring, workshops, and support for students currently enrolled in all disciplines. In addition, a collection of skeleton bones that are needed for participation in the anatomy courses are housed in the math and science SSC.
- The Writing Center assists students in all courses by developing strong writing skills and in preparing quality, college-level written assignments.
- The Reading Lab provides specific tutoring and resources for students currently enrolled in reading classes.
- The Technical Learning Center assists students with the acquisition and development of computer skills, basic skills, and learning skills necessary for technical trades. This level of service varies based on the availability of staff.
- The Computer Information Technology Lab (Business building) provides assistance on computer stations for students in computer information technology courses.
- The Health Science/Nursing Resource Center (Skills Lab) assists students in the nursing, psychiatric technician, and pharmacy technician programs.
- The math tutoring drop-in services, located in the SSC, provide peer tutors to prepare students currently enrolled in math classes for upcoming assignments and exams.
- The STEM program located in the SSC is a resource that offers workshops and drop-in tutoring for science and all math courses, as well as scheduled course-specific workshops.
- The STAR/TRIO Grant and DSP&S office provide assistance for students within their programs.

The SBVC Library and campus learning support services faculty and staff are dedicated to the development, implementation, and assessment of SAOs in all operations and practices. All Library departments evaluated SAOs in 2012 and spring 2014. The SBVC Library continues to collect data every semester. SLOs for Academic Advancement were evaluated in 2009, 2010, and 2012. The results are viewable on the VPI webpage (5.12). Learning support services attached to instructional departments such as the SSC, Reading Lab, and Writing Center assess SLOs within those departments.

### **Self-Evaluation**

The institution meets the standard. SBVC offers a wide variety of learning support services. The Library collection has the depth and breadth to support campus curriculum. A Library faculty member traditionally sits on the Curriculum Committee to ensure that classroom needs are met by the Library. Library materials and faculty services are offered in a variety of formats and are easily accessible to DE students.

### **Actionable Improvement Plan**

None.

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*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.*

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### **Descriptive Summary**

Skilled Library faculty select quality materials to develop a collection suitable in depth and breadth for the campus curriculum. The educational materials in the Library collection are all selected and coordinated to meet the varied needs of the current diverse student population as well as to provide the opportunity for lifelong learning for the campus community (5.13). In addition to these materials, the Library furnishes students with 117 computer workstations in the Library Computer Lab, including some equipped with adaptive software supplied through a partnership between the Library and DSP&S. This provision supports the strategic initiatives of access and student success.

The SBVC Library maintains a variety of print materials, online databases, and computer resources for student learning. The print collection includes more than 73,000 books, 100 current periodical subscriptions, and 350 total periodicals (some of which, although not current subscriptions, are still available for research and reference). A Collection Age report (5.14) generated on the Library's print titles demonstrates that it is a balanced, current, and growing collection. A snapshot of the collection as a whole shows that although more than 20 percent of the collection has been published in the past 14 years, it nevertheless retains historical depth and context, with 12 percent of the collection published prior to 1950. Due to the increased cost of print materials and the reduction in the Library budget, the Library has added an e-book collection to maintain currency. EBSCO Academic e-books contain over 121,000 titles on a wide variety of subjects; 42,000 of these titles have been published in the past five years. The Credo Reference Academic Core e-book collection provides a wide variety of reference material, images, and audio files.

Library faculty use a number of resources to ensure the quality of the Library. The SBVC mission, Strategic Plan, and Library mission are at the forefront of ensuring quality library services. Library faculty evaluate the collection for currency, depth, and variety as prescribed by the American Library Association in its standards for best practices for library services to undergraduates (5.15). Librarians use professional publications such as *Library Journal*, *Kirkus Reviews*, and *Resources for College Libraries* to maintain currency in the field and guide collection development.

Librarians work in cooperation with other faculty in their areas of specialization to make the best selections for course-related materials. The acquisitions librarian serves on the Curriculum Committee to ensure that Library resources continue to support campus curriculum, and she solicits recommendations from faculty via e-mail. Faculty may communicate their recommendations via e-mail, on the telephone, or by submitting the New Book Request form to the Library. This form is available at the Library website and enables students and faculty the opportunity to submit requests (5.16).

In April 2008, the campus Diversity and Equity Committee worked in conjunction with the faculty librarians to provide \$3,000 for purchases of culturally diverse books and videos for the Library collection. In the spring semester of 2011, the Library received a special budget for class-related books and successfully worked directly with the faculty department heads on a short timeline, to great success. Multiple copies of many routinely required reading books were added to the collection. On occasion, when grant or surplus funds are identified for the purchase of additional Library materials, the faculty librarians do further outreach to the instructional faculty for recommendations to ensure that the most relevant materials are purchased.



The diversity of the Library's database collections meets the needs of students who are preparing for degree/transfer to four-year institutions and of students who are completing vocational and technical certificates. In light of the 100 percent reduction of Telecommunications and Technology Infrastructure Program (TTIP) funding for online Library resources, the Library faculty have carefully charted the use and the expenditures for these reference databases (5.17). In 2012-2013, librarians were able to restructure database purchases to offer specialized databases, including much needed scientific databases and ELL for basic skills, without increasing costs. In addition, the databases are accessible remotely via password for currently enrolled students. Included are such specialized resources as the EBSCO Professional and Vocational database, which supports career and technical education, and the Ethnic Newswatch database, which meets the diverse interests of the student population (5.7). Skill-building databases supported by the Basic Skills Committee (Learning Express and ELL) have enhanced the Library database collection beginning in 2013 (5.8). Currency of learning materials is maintained through daily updates to the database by the vendor. When database funding was reduced unexpectedly again in July 2012, statistical usage data were used to determine what databases and services to cancel (Ethnic Newswatch and Chat Reference) and what database packages to reduce. The



cancelled databases and services were restored in 2013-2014 due in part to the Basic Skills Committee funding.

The Library maintains a collection of textbooks and reserve materials to support campus curriculum. In 2012-2013, 77 percent of the Library materials circulated were from the reserve collection. By providing access to textbooks, students who cannot afford textbooks are able to learn, achieve, and meet learning outcomes in their classes. ASG has been funding an additional \$10,000 each year and plans to increase these funds to \$15,000 in 2014-2015.

The Library has many services available 24/7 for off-campus students including the Big Bear location; 24/7 Chat Reference and remote access to all Library online databases are available with passwords. Remote access to the Library databases enables students to locate, view, print, e-mail, and download an enormous assortment of academic journals, general magazines, newspapers, e-books, and government document materials. Additionally, students may talk to the librarian by telephone during hours of operation as well as through chat reference services.

The Library has licensed 40 reference databases (5.6) and a number of software programs for student research, made available on 37 dedicated computers in the reference area and also on all the computers in the Library Computer Lab.

### **Self-Evaluation**

The institution meets the standard. Librarians attend professional conferences, review online professional resources, and read library literature to stay current in their field. Faculty and staff in the Library and Learning Support Services Department are active members of professional associations, such as the California Academic and Research Librarians Association, the Southern California Instruction Librarians group, the California Library Association, and the American Library Association, and they attend informational seminars and technology conferences, such as those offered by the Community College League of California (CCLC).

Library faculty and staff assessed the collection by performing a physical inventory and shelf count during summer 2011. This process allowed faculty and staff to ascertain if volumes were missing or mis-shelved. Hands-on work with the entire collection aids the faculty librarian in determining what areas of the collection need to be weeded or grown. All Library faculty are assigned subject areas within the collection that they are responsible for weeding.

Additionally, Library faculty and staff make note of unmet student needs and purchase material in order to fill any gaps in the Library collection. Student and faculty requests are also considered for purchase. Library faculty are traditionally a part of the Curriculum Committee and thereby aware of the information needs across campus. Specifically, a librarian participates in the technical review portion of the curriculum process and must sign off in CurricUNET that the Library has adequate material to support a class's curriculum.

The Library uses evaluative surveys to determine if SAOs are being met. These same surveys also inquire if students find the Library instruction, services, and materials valuable to their education attainment across the curriculum (5.18).

The faculty librarians provide open workshops for SBVC students each semester. An example of a workshop topic is basic research skills, which includes looking up a book in the Library catalog and performing a simple keyword search using databases; another example is the use of more critical thinking topics like evaluating Internet resources and advanced database research techniques for scholarly journals. During the 2011-2012 academic year, there were six workshops given each semester, with a total of 12 that year. Each workshop ends with an evaluation tool where students rate the effectiveness of the information they have been given, if they found it helpful, and if they have been invited to return for additional help from a librarian. In the 2011-2012 academic year, there were 371 students who participated in the workshops (5.19).

Also in 2011-2012, the SBVC Library implemented the One-Minute Reference Assessment in the reference area. A box was set up with a short anonymous evaluation form for student feedback. The Library received 81 total responses to its evaluations that reflected student satisfaction (5.20).

Librarians conducted an informal survey of students during fall 2012 while they waited for the Library to open. The survey indicated that 58 percent of students were there to check out a computer, 54 percent were waiting to check out a textbook, and 49 percent of students needed Library services and/or assistance from the Library faculty (5.21). These results are aligned with the results of the Library Snapshot Day survey conducted in 2010 (5.22).

Following are the results from the annual student and faculty campus climate surveys (5.22):

- *The books, magazines, and databases available in the library are adequate to complete my assignments:* 269 (37.3 percent) strongly agree; 296 (41.0 percent) agree; 22 (3.0 percent) disagree; 13 (1.8 percent) strongly disagree; 96 (13.3 percent) no opinion.
- *The library collection of books, periodicals, and databases is adequate to meet the needs of my students:* 11 (15.7 percent) strongly agree; 31 (44.3 percent) agree; 11 (15.7 percent) disagree; three (4.3 percent) strongly disagree; 14 (20.0 percent) no opinion.

### **Results from the SNAPSHOT Day, Oct. 14, 2010, in the Library and Library Lab**

Number of students who responded to SNAPSHOT checklist questions at the Library and Library Computer Lab:

Use reference databases	225
Looking for books	142
Reserve materials	149



Use computers	382
Use study rooms	101
Meet friends/classmates	154
Quiet study	305
Use WiFi	76
View a movie	33
Use a magazine	59
Special collections	18
Program/workshop	86
Library card	70
Pay fines	25

Number of people counted hourly:

Library—200 people per hour or total:	2,396
Circulation checkouts—total for day for Library, Library Lab, and AcAd	1,515
Circulating books	132
Library Computer Lab	728
AcAd Lab	235
Reserves	420

Number of student contacts of five minutes or longer with a librarian (not including ready-reference, registration, FAFSA, or directional) 106

Total number of laptops for the day counted hourly 144

#### SAMPLE COMMENTS:

“The Library is a place to study, a place to find out information, and just a place of quiet from this hectic world.”

“The library staff is very welcoming and polite to us students.”

“Our library is an important resource center. Vital for our education.”

“Need more space for quiet studying on lower level.”

“Needs to be open earlier like at 7:00 a.m.”

“I love the library.”

Please tell us why you came to the library today:

“To rent a computer.”

“Open the library earlier.”

“Please consider opening the Library on Saturdays again. At least every other Saturday.”

“The library is important to me because it has many books that I need for class (like math books). I also can study in peace or do some research.”

“I came to use the math book for my homework and use the computers.”

“Everything I’m doing can only have been done with the use of our library.”

“Need library open longer and on weekends.”

“Everyone that works in here are great! Willing to help :)”

“The library is important to me because all of its resource, I need it for each one of my classes, books used, computers and copy machines.”

“A library is our second brain . . . it helps us to think and download information!”

### **August 29, 2012, Survey of Library Services conducted by the Library Faculty**

Students participating: 138

Each survey included 18 services common to the Library, and students could select all services that applied to them. Results: Students selected 688 services or an average of 2.8 services per survey.

Survey results:

- Library and Library Faculty Service 49 percent
- Using the Library Computer Lab 36 percent
- Other Library Services 15 percent

Outcomes: The Library serves students who need access to the resources, materials, and faculty in the Library.

Research has shown a positive relationship between library use and student persistence and achievement according to the *Standards of Practice for California Community College Library Faculty and Programs* (5.36). Additionally, examining both basic skills and non-basic-skills students over multiple years, researchers discovered that use of library resources, including books, media, periodicals, and computers, resulted in increases in persistence around 11 percent and success around 7 percent for both groups.

Until 2009-2010, TTIP was used to support the Library’s collection, databases, and software. SBCCD and SBVC are working together to provide funding for some Library needs that are also shared with CHC, including the new library management system, Online Computer Library Catalog World Share (OCLC-WMS), which was implemented in fall 2013. The Library and Learning Support Services Department has received highly-ranked prioritizations in program review. When money is available, the president attempts to fund those items on the program review list.

### **Actionable Improvement Plan**

None.

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***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.***

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### **Descriptive Summary**

SBVC CC2 listed below addresses information competency:

2.1: Find and interpret information

- 2.2: Evaluate the authority and bias of information
- 2.3: Utilize technology to organize and present information
- 2.4: Demonstrate knowledge of basic computer functions

Instruction, assessment, and improvement on meeting CC2 is done in several ways at the campus and departmental levels.

Courses are mapped to the CCs. Assessment data gathered for the evaluation of CCs in fall 2013 showed that 62 percent of the courses assessed were mapped to information competency. Students who successfully meet the SLOs for a course are also considered to have met the mapped CCs; 87 percent of students assessed in courses mapped to CC2 met the competency. The student campus climate survey asks students to self-identify their progress in CC areas. Seventy-five percent of students identified that they had become very skilled or had moderate skill improvement in information competency skills. CC assessment data and student campus climate survey data for 2013-2014 will be collected in fall 2014 for further analysis. Campuswide discussions on CCs will take place in 2014-2015 (5.24).

Library faculty and staff all have a role in supporting classroom instruction on information competency and directly teaching students these competencies. The main role of Library faculty is to help students learn how to find, interpret, and evaluate information. Librarians accomplish this through a variety of methods including class BI, open workshops, one-on-one reference interactions, reference appointments, and 24/7 chat reference.

Library faculty and computer lab staff provide point-of-need instruction on basic computer, printer, and copier functions as well as software and online utilities to organize and present information.

Librarians create and maintain handouts of MLA and APA citation styles used to present and organize information in essays, speeches, and research papers. They provide point-of-need instruction on the use of these citation styles (5.3).

The information skills addressed in CC2 are supported by many discipline-specific labs, tutoring, and SI, including the Technical Learning Center, Computer Information Technology Lab (Business building), the Health Science/Nursing Resource Center, SSC, STAR/TRIO Grant, and DSP&S. These areas serve students at their point of need.

CC1: Communication is supported by the Writing Center, which assists students in all courses with developing strong writing skills and in preparing quality, college-level written assignments, and the Reading Lab, which provides specific tutoring and resources for students currently enrolled in reading classes.

The Academic Advancement and Student Development Departments offer courses that provide instruction in strategies for student success through Academic Advancement 001 classes offered each semester. SBVC provides a variety of tutoring programs to increase retention, successful course completion, and completion of degrees and certificates (5.25).

## Self-Evaluation

The institution meets the standard. The Library and Learning Support Services Department and other student support services offer a variety of services to support student learning. Services are available to students on campus and to students in DE courses. A variety of methodologies are used to assess information competencies and services.

In order to provide the best services to students, the Library and Learning Support Services Department continues to develop evaluative tools as part of the campuswide effort to systematically assess the effectiveness of services. Currently, librarians give research assignments to students during BI sessions to reinforce library research skills demonstrated during the instruction. Some methods of assessment have included that the librarians e-mail a brief survey to faculty members as an assessment and to gather feedback for making improvements. Statistics on the number of BIs given each academic year show that requests for BI are stable and gradually increasing. By and large, classroom faculty find the Library and Learning Support Services Department to be meeting the needs of the student population (5.26)

Library Snapshot Day fall 2010, the fall 2012 survey, and “Why I Love the Library” Week provide quantitative and qualitative feedback from students about the services they use and how the Library is meeting their needs.

Librarians will pass out a “Survey in a Flash” after some BI sessions and open workshops. The question, “Will you feel confident enough now to do Library research on your own?” measures students’ confidence related to CC2: Information Literacy. Survey results for 2013-2014 will be compiled and analyzed in fall 2014 (5.27).

The SSC took an innovative approach to assessing CCs. Tutors observe when the students they interact with work on CC skills. Tutors then map the student/tutor interactions to the CC grid. The CC data are then tabulated by course and department. The data will be provided to departments for their own analysis. The data will be supplied at a campuswide level and used to evaluate CCs, including information competencies (5.26).

At one time the SBVC Library’s website offered a web-based library orientation that included Library regulations, procedures and policies, a guide on using the online catalog, instructions on using the *Reader’s Guide to Periodical Literature* and reference databases, and access to copies of the Library Research Assignment. Students may orient themselves to the Library facilities by taking an online virtual tour. Changes in technology have made the *Reader’s Guide to Periodical Literature*, a print resource, obsolete for DE/CE students. Thus, librarians have expanded the Tutorials and Guides section of the Library webpage, providing links to tutorials on search strategies and the use of the Library’s individual databases, online catalog, APA and MLA citation styles, and *Reader’s Guide to Periodical Literature* for those students who still prefer print. By providing these links, students always have access to the most up-to-date tutorials and enhancements from the Library’s database providers. The SBVC Library is developing a series of Camtasia videos to further enhance student access to Library materials. DE students may also utilize the 24/7 Chat Reference

service or E-mail the Librarian service. The Writing Lab and SSC offer online services for tutoring (5.29).

CCs are assessed and campuswide dialogue on CCs will take place in 2014-2015. The Academic Advancement 100 course required of all students is mapped to CC2: Information Competency. The Academic Advancement Department collects SLO assessment data every semester and evaluates SLOs on a three-year cycle. Academic Advancement participates in the program review cycle. All Library and learning support departments assess and evaluate SAOs and participate in program review. Both SLO/SAO evaluation and program review are campus mechanisms for self-evaluation and program improvement.

### **Actionable Improvement Plan**

1. SBVC will incorporate SSC CC data for campuswide analysis and dialogue on CCs.

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*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.*

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### **Descriptive Summary**

In 2007 the SBVC Library was open 74 hours a week, including Saturdays, during the fall and spring semesters; in addition, it provided access to two fully staffed computer labs, one in the Library and one in the Liberal Arts Building. Attrition and transfer of support staff who worked with students, namely five library media clerks and computer technicians, have had a serious impact on Library hours and services. The Library no longer operates a fully staffed computer lab in the Liberal Arts Building.

Library hours diminished over several academic years. In fall 2010, the Library was open 57 hours a week, closed on Saturdays. In fall 2011, the Library closed one-half day on Fridays, limiting hours to 52 hours a week.

The Library opened in fall 2012 with only 39 hours a week on a staggered schedule in an attempt to accommodate day and evening students. Students and faculty across campus advocated for an increase in Library hours. Students presented a petition to the Board of Trustees, and the Academic Senate presented a resolution. Library hours were restored by the middle of the fall semester (5.30). The Library hours have been stabilized at 61 hours a week, including four hours on Saturdays, for several semesters. However, the increase in hours has not been due to hiring sufficient staff to operate the Library but by paying voluntary overtime to current staff members to work evenings and Saturdays.

Current hours of operation during the fall and spring semesters to provide access to the Library and Library Computer Lab resources are as follows:

Monday through Thursday, the Library is open from 8:00 a.m. to 8:00 p.m.,  
Friday from 8:00 a.m. to 5:00 p.m., and Saturday from 10:00 a.m. to 2:00 p.m.

The Library is closed on Sundays. Between sessions and holidays, the Library is open 40 hours per week, and hours are posted on the physical building and on the Library homepage.

The Library is staffed by four full-time faculty librarians; two full-time library media clerks; and two full-time library computer technicians: one full-time Librarian Technician 2 and one full-time Library Technician 1.

Library online resources can be accessed from any computer lab on campus and from anywhere in the world via the Internet. Library computers include accessibility software. A scanner is available in the Library for books that cannot be checked out. The introduction of Credo Reference and EBSCO Academic e-books has given students access to resources formerly only available in print. Reference services are available 24/7. Electronic resources are available to students 24/7 with the exception of vendor-scheduled maintenance periods.

SSC office hours are Monday through Friday, 8:00 a.m. to 5:00 p.m. During these hours, students may enroll in tutoring, schedule appointments, and address administrative issues. Peer tutoring hours vary based on tutor availability and expressed student need. In the past semesters, tutoring has been available Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Friday and Saturday from 8:00 a.m. to 4:30 p.m. The other tutoring service centers post hours of service based on availability (5.25).

Campus learning support services housed in instructional divisions include the following:

**Computer Information Technology Lab (Business building).** The newly appointed dean (spring 2014) is evaluating how this lab can best be used.

**Health Science and Nursing Resource Center (Skills Lab).** Students enrolled in the Nursing, Psychiatric Technology, or Pharmacy Technology programs can access tutoring services provided by this resource center. Lab hours vary each semester; students should check with their instructors or with the Nursing Department for the current semester hours. Current student identification verification is required to utilize these services. There is no charge for lab usage.

**Math tutoring drop-in.** Math tutors are available for all levels of math coursework. Service is available on a drop-in basis; no appointment is necessary for these services. Students should always bring current student identification verification. There are no charges for these services.

**Reading Lab and open-use computer lab.** The Reading Lab provides one-on-one tutoring, workshops, instructional print material, reading software, and general assessments using standardized reading tests. The lab is open 8:00 a.m. to 4:30 p.m., Monday through Friday. The open-use computer lab is available to currently enrolled students for independent computer use Monday through Thursday. Printing is not available.

**Open-use computer lab.** The open-use computer lab is open Monday through Friday from 8:00 a.m. to 4:30 p.m. and is available for independent computer users Monday through Thursday.

**STEM program.** The STEM program is housed in the SSC. This resource offers workshops and drop-in tutoring for all science and math courses. It also offers specific workshops throughout the semester. Times and subjects are posted on the website.

**SSC.** The SSC administrative hours are Monday through Thursday from 8:00 a.m. to 8:00 p.m., Friday from 8:00 a.m. to 6:00 p.m., and Saturday from 9:00 a.m. until 2:00 p.m. The mission of SSC is to empower students to benefit from their educational experience. Tutors help students to become comfortable with course material and help develop the learning strategies, confidence, and skills needed to become independent learners. Scheduling an appointment at the SSC is not complicated and can be done online. Tutors provide individual one-on-one, small-group, topic-specific facilitated workshops, and SI sessions.

**SI.** SI is a voluntary academic assistance program that utilizes peer-led group study to help students succeed in traditionally difficult courses—those with high unsuccessful completion rates (*Ds*, *Fs*, *Ws*, and *NCs*). SI targets tough courses that over time have demonstrated their difficulty regardless of the faculty who teach them or the material that is used. The SI model, originally funded through the HSI STEM and Articulation PASS GO grant, is now being implemented in other disciplines as part of the Learning Compass Program. The Learning Compass SI is housed in the Library.

**Technical Learning Center.** This learning center supports students in the Technical Division and functions as a study hall.

**The Writing Center.** Located in the Liberal Arts Building, Room 201, the Writing Center helps students at all levels and from all disciplines to improve their writing. The Writing Center houses an experienced staff of writing tutors who are available for one-on-one writing conferences with students. The Writing Center offers online tutoring to assist students in 100-level classes and above. In addition, the Writing Center offers a variety of workshops throughout the year that focus on various aspects of the English language, such as pronunciation, grammar, and components of the writing process.

Campus learning support services reporting to Student Services includes the following:

**DSP&S—HTC.** This program is designed to meet the needs of temporarily and permanently disabled students. The DSP&S office is open Monday through Friday, 8:00 a.m. to 4:30 p.m., and can provide a variety of services to enable students with disabilities to function independently in an educational environment. DSP&S provides counselors and an educational advisor to assist students.

DSP&S can contact publishers for an electronic copy of a textbook and convert the file for use by students with visual impairments.



**EOP&S/CARE.** EOP&S is a state-funded program designed to encourage the enrollment, retention, and transfer of students challenged by language, social, economic, and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college.

**STAR/TRIO.** The goal of STAR, a TRIO Student Support Services program federally funded by the USDE, is to increase the college retention and graduation rates of its participants and to facilitate the process of transferring to a four-year university. This is done by providing tutoring, counseling, transfer advising, and dedicated staff who focus on helping students meet their educational needs in a positive, supportive setting.

**Student Life—The Cyber Lounge.** Currently registered students may use computers located in the student center room CC 140 to check their e-mail, update their Facebook accounts, do homework, or simply relax playing online games in the ASG-sponsored Cyber Lounge.

**Welcome Center/mini lab.** Located in the Administration Building near Counseling, the mini lab hours vary and support potential students with access to the FAFSA and WebAdvisor.

### **Self-Evaluation**

The institution meets the standard. SBVC provides services to DE students. Library services are available to students regardless of location and means of delivery. The Writing Lab and SSC offer support to students online. On-campus hours of access to Library, DSP&S, tutoring, and other learning services are limited because of inadequate staffing. Library and learning support services are limited on Saturdays and unavailable on Sundays. Long lines often greet students during hours of operation.

The Library is conducting a usage study in spring 2014 by getting a physical count of students in the building. Use of Library materials is not an accurate measure of the number of students served, as many students enter the Library for research and study purposes without checking out materials

### **Actionable Improvement Plan**

None.

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

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### **Descriptive Summary**

Theft and vandalism of Library materials and equipment is always a concern. To prevent theft of printed materials, collections have “tattle tape,” or safety strips that set off an alarm

at the primary entrance/exit to the Library. Computers are locked down, and campus security provides a patrol for ensuring the safety of resource materials and students alike. Faculty and staff are alert for vandalism and/or misuse of Library materials.

Maintenance of Library materials and equipment takes place in several ways. Care and repair services for the print resources are provided by qualified Library staff to preserve the collection. Ongoing shelf maintenance and weeding the Library's print collection keeps the collection organized and relevant. A count of the entire print collection took place during June of 2010. A physical inventory of books with call numbers beginning A–N also took place in summer 2010. Inventory of books with call numbers beginning P–Z took place in summer 2011.

Maintenance of the computer systems in the Library and across campus is provided by CTS. Computers are protected with Deep Freeze software and physically secured with computer locks.

Security and maintenance of the Library facility includes several different challenges, such as appropriate lighting, the upkeep of materials, and the security of resources. Library and custodial staff work hard to keep the facility in the best shape for student use. The Library building includes an 80-seat-capacity viewing room with a separate entrance where a physical gate locks into place during the closed hours of the Library, thus providing an added level of safety for the Library collections.

Safety is a concern in the Library. Service desks throughout the Library are equipped with “panic buttons” that are connected to campus police during daytime hours and the county sheriff's office during evenings and on Saturdays. The second floor of the Library is unstaffed. Flashlights and a copy of the Campus Emergency Procedures are located in each department throughout the Library. In spring 2008, additional earthquake bars were installed in the Library reference and reserve sections, areas that were not included in the initial new building design. Since that time, the Library participates in an annual safety drill and a drill during the Great California Shake Out.

The Library Computer Lab has a high volume of computer usage. This unrestricted exposure of the network sometimes brings intentional or unintentional threats to the system. The network specialists have been responsive in the early detection and immediate reaction to threats that are posed to these systems.

In case of an emergency evacuation or elevator lockdown, a transport chair for the mobility impaired is located on the second floor. Flashlights and a copy of the Campus Emergency Procedures are located in each department throughout the campus. Every semester, a campus practice drill is conducted, which includes the evacuation of the Library.

### **Self-Evaluation**

The institution meets the standard. SBVC is very attentive to the safety of students and employees. Campus Security routinely patrols areas where there could be security risks.

Security responds promptly to medical or security concerns. Service desks throughout the Library and in other learning support offices are equipped with panic buttons that are connected to campus police during daytime hours and the county sheriff's office during evenings and on Saturdays.

The Library is equipped for emergencies. The Library was the first of the new buildings on campus for which state-of-the-art building materials were used to make it earthquake-safe. Earthquake bars are installed in the Library reference and reserve book collections to prevent books from falling off high shelves in the event of an earthquake.

### **Actionable Improvement Plan**

None.

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*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.*

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### **Descriptive Summary**

Through the Community College Library Consortium of California, the SBVC Library maintains subscriptions to the online database collections. Through this consortium, SBVC can expand its purchasing power by negotiating subscription rates at a reduced cost. Formal membership and agreement are in place for the consortium (5.17). The new library automation system, OCLC-WMS, was purchased through the consortium. SBVC Library faculty and staff have been collaborating with faculty and staff at CHC Library, SBVC's sister campus library, to bring up this new shared library system. Inter-library loans of book materials are offered between the two campuses, and the students are welcome at each campus library to use the materials and facilities (5.31).

SBVC Library faculty partnered with the Basic Skills Committee to purchase two online databases with emphasis on basic skills. ELL is a multipurpose information resource, which includes articles, reference books, and step-by-step guides for writing research papers, and it is designed for students with lower reading levels or students new to the English language. The second databases, Learning Express Library, hosts tutorials, exercises, and skill-building courses and practice tests for reading comprehension, vocabulary, spelling, grammar, math, and college placement test preparation. Two of the reading and English faculty piloted these databases in fall 2013 (5.32).

“Based on the personal testimony as well as a rough grade comparison between the two semesters, it indicates that there may be a correlation between increased student performance

and the use of the Learning Express and ELL database programs. However, between these two programs, the ELL database program seems to be more applicable for the skill level of ESL 931 students.”

Based on the report, the Basic Skills Committee continued to sponsor the ELL and Learning Express Library for another year (5.32).

### **Self-Evaluation**

The institution meets the standard. Membership in the Community College Library Consortium allows the Library to purchase subscriptions to electronic information at reduced costs in a joint buying venture with all community colleges in California. The consortium also includes a product-review committee that evaluates information resources and makes recommendations about potential subscriptions. In addition, the SBVC-CHC partnership provides additional support, allowing full access for students to all the resources, no matter where they are enrolled.

### **Actionable Improvement Plan**

None.

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

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### **Descriptive Summary**

The Library and Academic Advancement faculty have discussed the creation, implementation, and assessment of course- and program-level SLOs and SAOs and the role they will play in the evaluative process of program services. The Library faculty meet weekly, whenever possible, during the fall and spring semesters to discuss the previous week’s activities, plan for the coming week, and discuss other topics including collection development, BI sessions, curriculum, assessment and assignments, SAOs, and SLOs to ensure that services are meeting identified student needs (5.33).

SBVC evaluates and improves the Library and learning support services through the use of several different assessments. The Library faculty evaluate the effectiveness of its BI sessions and open workshops with immediate feedback from students and faculty gained by in-class worksheets (5.18).

SAOs for all Library and Learning Support Services and other campus learning support services are available on the VPI’s webpage. All areas have identified ongoing assessment tools and collect SAO data every semester. All Library and learning support areas not affiliated with instructional divisions underwent SAO evaluation during spring 2014. Prior

SAO evaluations are reported in the SLO executive summaries, also located on the VPI's webpage. SAOs are currently evaluated on a three-year cycle, and all areas will be evaluated during or prior to spring 2017.

Library and campus learning support services areas participate fully in the campus program review process. The program efficacy process conducted by the Program Review Committee was completed every three years prior to 2013-2014 and now occurs every four years. Program efficacy is inclusive of SAOs and holds departments accountable for the currency of SAOs and SAO analysis. The Library and Library Computer Lab were evaluated in 2011 and received the committee's highest recommendation (5.34).

The campus climate survey provides feedback on Library and Learning Support Services and other campus learning support services from students, staff, faculty, and administrators.

### **Self-Evaluation**

The institution meets the standard. The Library and Learning Support Services and campus learning support services participate in program review, which includes an annual needs assessment. The department uses feedback from the needs assessment to evaluate division services and make procedural changes. For instance, after the 2007 needs assessment, Library faculty began to track the number of reference interactions with students, readjusted the number of librarians required to address students' questions at the reference desk, and scheduled more librarians at peak times.

All learning support areas participate in Program Review committee's program efficacy process as an program or are reviewed in context of the parent department. For example, the Writing Center is evaluated in conjunction with the English Department, and the Health Science and Nursing Resource Center is evaluated with the Nursing Department. Program efficacy results are reported to Academic Senate and College Council. Program efficacy documents can be reviewed on the Program Review Committee's webpage (5.35).

Data collected from the campus climate survey over several years indicate that with the exception of hours, faculty and students are satisfied with Library resources and services (Table 25).

### **Actionable Improvement Plan**

None.

Table 25. *Faculty and Student Results From Campus Climate Surveys*

Question	Faculty – 2010	Faculty – 2011	Faculty - 2012
For library and other learning support services, the college relies on expertise of discipline faculty to select books, periodicals, and other learning resources	76% (38) agree	n/a	67% (38) agree
The college provides ongoing training for users of library and other learning support services to develop information competency to meet student needs.	86% (43) agree	n/a	78% (42) agree
The college library hours are adequate to meet student needs.	54% (27) agree	n/a	57% (32) agree
The library’s collection of books, periodicals, media, electronic databases, and other resources is adequate to meet student needs	74% (37) agree	n/a	72% (41) agree
Question	Students – 2011	Students – 2012	Students - 2012
The library and learning center are open at hours that are convenient for my schedule	68% (493) agree	82% (184) agree	78% (385) agree
The books, magazines, and databases available in the library are adequate to complete my assignments.	78% (565) agree	80% (180) agree	79% (391) agree

## **Evidence—Library and Learning Support Services**

- 5.1 Organization Charts/College Catalog
- 5.2 Bibliographic Instruction Reservation Form
- 5.3 Sample Brochures
- 5.4 E-mail the Librarian
- 5.5 Chat Reference
- 5.6 Databases by Title
- 5.7 Ethnic Newswatch Description
- 5.8 Basic Skills Report
- 5.9 Sample PPTs
- 5.10 Evidence of Embedded Librarians
- 5.11 One-Sheet spring 2014
- 5.12 Library SAOs
- 5.13 Collection Development Plan
- 5.14 Age of Collection Report
- 5.15 American Library Association Best Practices
- 5.16 Request Form
- 5.17 Database Use
- 5.18 Sample of Surveys
- 5.19 Workshop Survey Results
- 5.20 One-Minute Reference Survey
- 5.21 Front Door Survey
- 5.22 Snapshot Day Results
- 5.23 Link to Core Competency Surveys
- 5.24 Core Competency Assessment PPT
- 5.25 Yellow Sheet
- 5.26 Bibliographic Instruction Statistics
- 5.27 Survey in a Flash: Library Instruction Session
- 5.28 Tutoring Core Competency Data
- 5.29 Tutorials and Guidelines
- 5.30 Senate Resolution/Board Minutes
- 5.31 Consortia Agreement
- 5.32 Basic Skills Funding
- 5.33 Library Faculty Meeting Minutes
- 5.34 Library and Library Computer Lab Program Efficacy
- 5.35 Link to Program Review Website
- 5.36 Standards of Practice for California Community College Library Faculty and Programs