

Standard IIB Library and Learning Support Services

IIB.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Description

Library

The College supports student learning and achievement by providing a physical and virtual library with 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 and centrally located on upper campus, the 29,886 square ft. 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 print and electronic reference and circulating books, online databases, print periodicals, multimedia, online research guides and 34 Internet accessible computers with free printing. The library's catalog, databases and research guides are accessible through the library's web site [\[IIB.1.01\]](#), and remote access to database subscriptions and e-books is available for off-campus and distance education students through a username and password.

The College library mission [\[IIB.1-02\]](#) is to support and assist the institution, its students, faculty and administration, in attaining the educational goals stated in the college's mission statement. The library will carry out this function by providing access to a diverse collection of print and electronic resources and an integrated program of service, resource management, assessment and instruction for information literacy.

The library's physical collection is accessible to students 65 hours per week during the fall and spring semesters, including evening and weekend hours. 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. During summer and winter intercessions, the library is open for 40 hours per week. Intercession hours are Monday through Thursday, 8:00 am to 6:00 pm. The gate count for library visits in 2014-15 was 189,430 people, with an average number of daily users of 976 in fall and 866 in spring [\[IIB.1-03\]](#). Facilities include open Wi-Fi for Internet access, group study rooms, copy room, study carrels with charging stations, periodicals reading room, and a variety of seating options. The library's 6 group study rooms, which are in high demand and constant use, can be reserved one week in advance through an online reservation system linked from the library's website [\[IIB.1-04\]](#).

The library's online resources are accessible to support on-campus and distance learning students anytime and anywhere through Internet access. The library's website is a portal to the catalog, database subscriptions, research tools and library information. It provides off-campus and distance learners with continuous access to electronic books, reference sources, controversial topics, and databases with full-text scholarly journals, magazines and newspaper articles. Students are provided with a username and password for off-campus access to these online subscriptions. In 2014-2015, off-campus passwords were distributed to 3,159 students. The library's website is used as an instructional tool to help students write better research papers, with online tips for: search strategies; research guides; website evaluation; plagiarism and citation tools. In winter 2016, the library introduced a new web site which utilizes an innovative content management system designed specifically for libraries. The hosted system, SpringShare LibGuides, provides numerous features to assist the library with promoting resources and services, including the ability to: create a fully customized ADA-compliant web site; generate custom course and subject guides; share and re-use content throughout the site; embed multimedia; produce site-wide statistical analysis and responsive mobile-friendly design.

The library acquires materials in print and online formats to meet the research needs of on-campus and distance learners. Instructional faculty provide librarians with required reading lists and research paper topics to help inform the selection of library materials. Data about library collections, services, staffing, and budgets are reported annually through surveys to the California Community Colleges Chancellor's Office [[IIB.1-05](#)], the Association of College and Research Libraries [[IIB.1-06](#)] and Integrated Postsecondary Education Data System [[IIB.1-07](#)]. The following table illustrates expenditures, acquisitions and holdings for library materials in print, electronic and media formats for 2014-15:

<i>Library Acquisitions & Expenditures for 2014-2015</i>			
<i>Material/Format</i>	<i>Expenditures</i>	<i>Titles added in 2014-15</i>	<i>Total Holdings in Collection</i>
Printed Books	\$53,448	1,228	48,585
Electronic Books	\$17,807	92	2,489
Online Databases	\$39,806	0	41
Current Print Subscriptions	\$7,685	0	65
Media	\$3,264	134	4,013

Circulation statistics for 2014-2015 are illustrated by material type in the following table [[IIB.1-03](#), [IIB.1-05](#)]:

<i>Library Circulation & Usage Statistics 2014-2015</i>	
<i>Material/Format</i>	<i>Circulation or Usage Transactions</i>
Books	6,394
Reserve Textbooks	22,255
Electronic books and databases	5,869
Media (audio/visual)	1,050

Periodicals	628
In-House Use Only	3,960

The library evaluates the effectiveness of its collections to ensure adequate quantity, quality, depth and variety through student and faculty satisfaction surveys distributed online and to users in the library and review of usage statistics. In spring 2016, 190 students and 53 faculty responded to the library's user satisfaction survey [[IIB.1-08](#), [IIB.1-09](#)]. Students consistently agreed that the library provides adequate print and online resources to meet research needs: 94% of respondents answered that the library's print resources meet their research needs; 90.8% of respondents answered that the library's databases provide enough articles to meet research needs. Of the students who participated, 80% of respondents identified themselves as using the library to find sources for research papers.

The library provides ongoing instruction to support information literacy through an information competency graduation requirement, class-specific instruction sessions, individualized teaching through reference transactions, and online research guides to meet the needs of distance learners. The library's information competency program, which is a general education learning outcome and graduation requirement for the associate degree, is described in detail in section 3 below. Faculty librarians are on duty during all hours the library is open to support student learning through library instruction and research assistance. The library is currently staffed by two full-time faculty librarians, 1.6 full-time equivalent (FTE) adjunct faculty librarians, and 5 library technicians.

Librarians teach instruction sessions to a variety of classes to help students learn search strategies and locate effective resources to meet 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 online databases to retrieve articles from scholarly journals, magazines, newspaper or e-books. In 2014-2015, instruction sessions were taught to classes in Child Development, Computer Information Systems, English, English as a Second Language, Guidance, Journalism, Oceanography, Political Science and Sociology. Specific class assignments are available on the library [[IIB.1-10](#)] and print handouts are distributed to students during instruction sessions. One-on-one instruction between librarians and students is an ongoing, daily occurrence during reference transactions. Librarians practice a pro-active or roaming reference approach to promote interaction with students. Online research guides are hosted on the library's website to provide research support to distance education students and students at off-site locations. Blackboard, the College's course management system, includes a link to the library in the menu for each course, and instructors may provide links within their courses to the online research guides. Statistics for library instruction sessions and reference transactions for 2014-15 are illustrated in the table below.

<i>REFERENCE AND INSTRUCTION STATISTICS 2014-15</i>	
Reference Questions	11,899
Directional Questions	543
Instruction Sessions for English 101 / Information Competency	98
Students Completing English 101 Workbook	2,181

Instruction Sessions for Other Classes	68
Students in Instruction Sessions for Other Classes	1,750

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 includes: Allied Health Computer Lab, Basic Skills Lab, Business Education Technology (BET) Lab, Communications Center, English as a Second Language (ESL) Lab, Blackboard/WebAdvisor Help Desk, Math Success Center, Nursing Skills Lab, Nursing Simulation Lab, Nursing Resource & Remediation Lab, and the Writing Center. With the exception of the Allied Health Labs (located in Building 33) and the Communications Center (located in Building 54), all other student learning support services are strategically located in the Advanced Technology Center (Building 21).

Advanced Technology Center – Computer Mall

The Advanced Technology Center (ATC) – Computer Mall meets the needs of college students through the use of technology and instructional support programs [[IIB.1-11](#)]. The ATC Computer Mall allows currently enrolled students to individually work on class assignments and/or projects. The ATC Computer 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 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. Also many labs offer online resources that can be accessed on campus or off campus.

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 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.

Basic Skills Lab

The Basic Skills Lab is housed in the Advanced Technology Center [[IIB.1-12](#)]. The Basic Skills Lab provides students with the opportunity to build a strong foundation in English and/or Mathematics at a pre-collegiate level. The Basic Skills Lab supports the instruction for students in

Basic Skills (BSKL) 3: Essential Reading and Writing and Basic Skills (BSKL) 9: Essential Mathematics. The students from these courses are enrolled in a 3-unit lecture and a 1-unit lab for each course. A BSKL 3 student, for example, needs to attend a scheduled lecture for three hours per week and then must complete three hours per week in the lab. The students can complete the minimum number of hours in the lab, but they can also work longer when the lessons prove more difficult. Currently, the lab hosts a little more than two dozen students.

The Basic Skills classes are not offered online, but the department offers instructional materials that the students can access from home [[IIB.1-13](#)]. Two years ago, the faculty created support videos for the grammar course and for the math course. These videos and other Basic Skills information are currently available for the students in the lab and from home by utilizing the specific online links [[IIB.1-14](#), [IIB.1-15](#), [IIB.1-16](#), and [IIB.1-17](#)].

Business Education Technology Lab

The Business Education Technologies (BET) Lab is an open lab that provides the flexibility for students to complete their Business Education Technologies assignments while setting their own time schedule during the 58 hours the lab is available. The Business Education Technology (BET) Lab currently holds 35 computers, printers, adding machines, transcribers, staplers, and some classroom textbooks for students to use on campus. Online students also have the option to visit campus and utilize the technology. BET textbooks are held on reserve in the library for students. The online Blackboard system is utilized for all BET classes [[IIB.1-18](#), [IIB.1-19](#), [IIB.1-20](#), and [IIB.1-21](#)].

Communications Center

The communications center assists students with the composition and delivery of oral presentations and speeches, including the development of effective visual aids (PowerPoint Instruction). Additionally the center offers support to the Foreign Language students with equipment needed to complete the online component of their coursework, including computer work stations and headsets. Students have access to one-on-one tutor support, speech practice and feedback sessions, computer work stations, a library of communication reference books, taping and viewing services, printing, group work rooms, access to equipment (headsets, whiteboards/markers), textbooks, and handouts with “How To” information related to public speaking and oral presentations [[IIB.1-38](#)].

The center began collecting student feedback forms during the spring semester to gather information about their experiences. The qualitative data collected has been beneficial in helping the center improve feedback sessions with students and ensure the demands of students are being met. Going forward the center will request feedback from students every semester in an attempt to improve effectiveness and provide excellent service. Currently the center does not offer workshops or training courses beyond the one-on-one tutoring. The center is open 19 hours a week during the fall and spring semesters with two student assistants and one facilitator. The center would like to host workshops for students in the coming year as well as host guest speakers to come and talk about various majors, the job market, and other topics that will be beneficial to them as they pursue their education. Beginning this fall the center will be having an Open House for faculty and students to welcome them and make them aware of the services the center offers.

A majority of the students come in multiple times during the semester. The frequency of student visits in itself suggests that students are benefiting from the services. Additionally, the center collects feedback questionnaires and works closely with instructors to verify the student improvement in the classroom. Each questionnaire is conducted and collected anonymously, reviewed by the facilitator, shared with student assistants, and used to improve the approach in providing feedback and assisting students. The data has not yet been made public, but a report can be created and made public.

English as a Second Language Lab

The English as a Second Language (ESL) Lab is housed in the Advanced Technology Center. The ESL Lab is an open lab available to students who need practice with the development of their English Language skills [IIB.1-22]. The purpose of the ESL classrooms and/or labs on the main campus and at the Hesperia Site has been to provide an array of software for instructional support, tutoring and open lab hours to promote and enhance English language learning. In addition, open lab hours provide opportunities for ESL students to pursue independent learning through the use of technology. Most importantly, the lab provides access to technology that students may not have access to otherwise. The instructors and tutors enhance their classes or tutoring sessions by using the software for language development and tailor lessons to individual needs of students.

In the lab, the students have access to headsets, mics, cameras, and support material in both ESL Lab/Classrooms. Open lab hours at the main campus has been set for students to complete homework assignments, engage in collaborative projects, foster language development, supplement instruction and provide teacher training in software. Software programs include grammar, listening, pronunciation, spelling, citizenship, typing, computer skills, and integrated language programs. ESL lab software programs are integrated in course curricula and used extensively by instructors and tutors. There is also use of MSOFFICE 2013. The ESL lab is serving a growing population of non-English speakers. In the summer of 2016, all computers in the main campus were installed. Currently there are three tutors: two bilingual Spanish tutors and one Arabic speaking tutor whose help has been embedded in the classroom/lab.

Math Success Center

The Math Success Center recently moved from the Academic Commons (Building 42) to the Advanced Technology Center (Building 21, room 146). Supported by a Senior Instructional Assistant and student tutors, the Math Success Center offers tutoring, one-on-one tutoring by appointment, internet assignment assistance, computer lab, and workshops during the academic year. With help from the Basic Skills Transformation Grant, the MSC recently purchased trapezoidal tables and chairs in order to be able to support tutoring and group work in a variety of formats. The lab now seats approximately 45 students at tables in addition to 31 computer stations for students to utilize. In consultation with learning support services professionals, Math Department faculty members select and monitor software and online applications such as Maple, Connect Math, and MyMathLab. These programs or shortcuts to online applications are available on the Math Success Center computers. Students are able to provide feedback on tutors that is collected by the Math Success Center Facilitator [IIB.1-23]. In addition, the facilitator handles all complaints but if necessary will work with the Department Chair. The Math Success Center uses

SARS to track and log students as they enter and exit the lab [[IIB.1-24](#)]. The Mathematics Department began offering a series of workshops at the Math Success Center in the spring 2016 term. There are two different types of workshops: refresher workshops and specific math class workshops, such as Math 10, Math 12, Math 42, Math 63, Math 120, Math 104, Math 105, and Math 226 [[IIB.1-25](#), [IIB.1-26](#)]. The workshops are designed to help students develop confidence and strength in their problem areas and help them to fill in gaps that they may need to be successful in a math class. The refresher workshops are designed to help students with a specific area in which they need help in order to move on to the next class thus avoiding repeat classes (Item IIB-3 LSS). The math class workshops are designed for the students who are in that current class to gain further understanding of concepts they are unable to grasp during class time. Each workshop is one hour long and is taught by a mathematics professor. The mission is to help students succeed by enriching their educational goals.

Nursing Program

The Nursing Program utilizes laboratory time throughout the curriculum: Computer Lab, Skills Lab, Simulation Lab, and Resource & Remediation Lab. The 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 Skills Lab is utilized each semester to assist students in practicing specific skills needed for becoming competent nurses. Topics discussed include intravenous infusion start, nasogastric tube insertions, indwelling urinary catheter insertions, medication administration and many more. The Simulation Lab is accessible to students during each semester to provide student hands-on-scenarios, real patient events, and possible outcomes from their chosen actions in a safe environment. The Resource & Remediation Lab [[IIB.1-27](#)] is offered to students throughout the semester and is done on the students' own time as it is an open lab. This lab is a resource for students to practice skills they have learned in the skills lab or other skills in which they themselves wish to gain more practice [[IIB.1-28](#)].

Another way of utilizing this lab is through remediation; a clinical instructor can identify a weakness in a skill and ask the student(s) to remediate that specific skill. The clinical instructor fills out a remediation request that the student brings to the lab. During remediation an instructor observes the student closely performing the skill and documents the outcome and communicates the result to the clinical instructor. Students are able to use all necessary supplies to perform and practice certain skills.

Equipment is ordered on as per student number each semester. Non-sterile gloves, for example, in different sizes are ordered at the beginning of each semester while sterile gloves are ordered in different sizes per number students enrolled in certain semesters needing these supplies. The Nursing Program utilizes different vendors and evaluates supplies as needed. For example, Personal Protective Equipment (PPE) is used on patients with infectious diseases. Students learn

in lab how to correctly put it on and take it off. During said process the supplied gowns would tear after using them several times; instructors discussed this issue with the lab assistants and chose a different sturdier gown that was purchased for the following semester. In the specific labs, different models are needed to give the students the experience. The skills lab uses IV arms for students to practice IV catheter cannulation; in the Simulation lab they perform the same skill but the arm is now attached to a mannequin and relates to a real-life, hands-on-scenario. Dependent on the skill or experience needed, the models and mannequins are interchanged to give students a variety of experiences. During the Medical/Surgical labs a mannequin is utilized for students to perform cardio-pulmonary resuscitation while during the Maternal Child labs a pregnant mannequin is used to show students the different stages of labor during birthing process. During the advanced Medical/Surgical rotation students are introduced to a simulated intensive care unit. In addition to that, the Nursing Program provides topic specific workshops during Nursing Process 2 through 4. During the semester students can utilize models, skills lab books with CDs as well as videos in the Computer Lab during the academic year.

Each student is provided a Student Handbook during pre-orientation to Nursing Process 1 first semester students by the instructor and goes over the handbook during the orientation. Each semester has a syllabus with a lecture, clinical and skills lab, and simulation lab schedule for the students [[IIB.1-29](#), [IIB.1-30](#), [IIB.1-31](#), [IIB.1-32](#), [IIB.1-33](#), [IIB.1-34](#)]. If students have complaints or grievances, they are to follow the Grievance Policy in the Student Handbook on pages 48/49. At the end of each semester the students evaluate their experiences in the Nursing Labs, which is analyzed by the Institutional Research Department and the data is then returned to the nursing office; during full-time faculty meetings the data is discussed and necessary changes if any are implemented.

Writing Center

In response to student needs, the College tutoring program strategically focuses on the development of writing 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 [[IIB.1-35](#)] and handouts that assist with the writing process in addition to links, handouts, and videos listed on the Writing Center website for off-campus students. Computers with Microsoft Office, internet access, and access to the library databases; study tables; printer; scanner; textbooks, dictionaries, and writing texts; and handouts on documentation, grammar and punctuation, and writing modes are available in the Writing Center [[IIB.1-36](#)]. Over the years, students, tutors, faculty, and staff have been informed of the decisions made regarding the equipment needs. Meetings with English Department faculty, tutors, management, and meetings with IR are informed of the decisions made. The Writing Center has an active online tutoring service to serve all students at the College, on and off campus. The Writing Center provides Supplemental Instruction for English 6—a composition and reading course two levels below Freshman Composition. The center maintains a Facebook page (“Writing Center VVC”) as well as the Writing Center website providing links, videos, and handouts for online and on-campus students [[IIB.1-37](#)].

Evaluation

Library

The College meets this standard by providing a library with 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. The library supports student learning and achievement through its resources, services, instruction program and facilities. Students have access to the physical collection 65 hours per week, while distance learners and off-campus users have ubiquitous access to online resources and research tools through the library website. The College meets the standard by providing resources to support educational programs at all locations and through all delivery modes of instruction. The College supports the quality of its instructional programs by providing sufficient library resources in quantity, currency, depth and variety to support on-campus and distance education students. The library evaluates the effectiveness of its collections through student and faculty satisfaction surveys, through user interactions in the library, and through review of usage statistics. The library meets this standard by providing ongoing instruction to library users through its information competency program, which was implemented as a graduation requirement for the Associate Degree in 2008, bibliographic instruction sessions to classes across the curriculum, and individual student interactions through reference services. In 2014-2015, librarians taught information competency instruction sessions to 98 sections of English 101 classes, 68 instruction sessions to other courses, and completed 11,899 reference transactions with students in the library [[IIB.1-03](#)]

Learning Support Services

The Learning Support Services meets the Standard related to ongoing evaluation and student support services aligned with its mission. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. 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 labs include: Allied Health Computer Lab, Basic Skills Lab, Business Education Technology (BET) Lab, Communications Center, English as a Second Language (ESL) Lab, Blackboard/Web Advisor Help Desk, Math Success Center, Nursing Skills Lab, Nursing Simulation Lab, Nursing Resource & Remediation Lab, the Writing Center, and the ATC Mall. With the exception of the Allied Health Labs (located in Building 33) and Communications Center (located in Building 54), all other student support services are strategically located in the Advanced Technology Center (Building 21).

Learning Support Services-Equipment, Materials, Software				
Building	Equipment	Materials	Services	Software
ATC-Mall B-21	98 PC Computers	Printers, adding machines.	Blackboard & Web advisor	Microsoft Office 10
		Staplers & transcribers	Math Success Center / Lab	Maple & Course Compass
			Workshops	
		Textbooks	Second Language (ESL) Lab	ALEKS
			Basic Skill Lab	
			Tutoring/ Writing Center	
			Senior IA's	
			1 on 1 Tutoring	
Allied Health B-32	60 PC Computers	Transcribers	Nursing Resources	ADAM
		Printers, adding machines.	Nursing Sim Lab	
		Staplers	Remediation Lab	
			Nursing Skills Lab	
			Workshops	
Bet-42	35 Computers	Printers, adding machines, transcribers.	Tutors / Labs	Microsoft Office 10

In addition, 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.

Action Plan

No Action Plan Required

IIB.1 Evidence

- IIB.1-01 [VVC Library Web Site](#)
- IIB.1-02 [VVC Library Mission Statement](#)
- IIB.1-03 [VVC Library Statistics 2014-2015](#)
- IIB.1-04 [Library Study Room Reservation](#)
- IIB.1-05 [California Community Colleges Annual Data Survey, 2014-15](#)

- IIB.1-06 [ACRL Survey 2015](#)
- IIB.1-07 [IPEDS Academic Libraries 2015-16](#)
- IIB.1-08 [Library Student Survey, Spring 2016](#)
- IIB.1-09 [Library Faculty Survey, Spring 2016](#)
- IIB.1-10 [Library Instruction Calendar, Summer 2014 – Spring 2015](#)
- IIB.1-11 [Advanced Technology Center - Computer Mall Website](#)
- IIB.1-12 [Basic Skills Lab Website](#)
- IIB.1-13 [Basic Skills 3 English Videos from Bad Grammar Blog](#)
- IIB.1-14 [Bad Grammar Blog](#)
- IIB.1-15 [Basic Skills 9 Math Videos](#)
- IIB.1-16 [Basic Skills Classes](#)
- IIB.1-17 [Basic Skills Faculty and Staff](#)
- IIB.1-18 [Business Education Technologies Lab Web Site](#)
- IIB.1-19 [Business Education Technologies Classes](#)
- IIB.1-20 [Business Education Technologies Degrees and Certificates](#)
- IIB.1-21 [Business Education Technologies Faculty](#)
- IIB.1-22 [English as a Second Language Website](#)
- IIB.1-23 [Math Success Center Student Tracking](#)
- IIB.1-24 [Math Success Center Website](#)
- IIB.1-25 [Math Success Center Workshops](#)
- IIB.1-26 [Math Success Center Workshops for Summer 2016](#)
- IIB.1-27 [Nursing Computer Lab Resources – CD/DISC](#)
- IIB.1-28 [Nursing Computer Lab Schedule Spring 2016](#)
- IIB.1-29 [Nursing Process 1 Simulation & Skills Lab Schedule](#)
- IIB.1-30 [Nursing Process 2 Skills Lab Schedule Spring 2016](#)
- IIB.1-31 [Nursing Process 2 Schedule Spring 2016](#)
- IIB.1-32 [Nursing Resource & Remediation Lab Schedule Spring 2016](#)
- IIB.1-33 [Nursing Process 4 Schedule Spring 2016](#)
- IIB.1-34 [Nursing Process 4 Simulation Lab Schedule Spring 2016](#)
- IIB.1-35 [Writing Center Workshops for Spring 2016](#)
- IIB.1-36 [Writing Center Assessment Data and Samples](#)
- IIB.1-37 [Writing Center Website](#)
- IIB.1-38 [Communication Center Report May 2016](#)

IIB.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Description

Library

In accordance with the library’s collection development policy [[IIB.2- 01](#)], the library provides a quality collection of print and electronic books, online databases, periodicals, and media resources

to meet the research needs of on-campus and distance learning students. 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. The library acquires resources in online formats that can be accessed remotely and by multiple, simultaneous users to support distance learners and students at off-site locations such as the Regional Public Safety Training Center and Hesperia High School campus.

The library collects resources to support all areas of the college's curriculum, including general education and academic programs, Basic Skills, English as a Second Language and career and technical education programs. 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. In 2016-2017, the library received a one-time allocation of \$50,000 from Student Equity funds to acquire textbooks from the Rams Bookstore for the reserve textbook collection.

Faculty input to collection development is a result of direct feedback from instructors and a Curriculum Committee process that encourages recommendations to support new and updated courses. The course checklist in CurricUNET, the college's curriculum approval program, requires faculty to review the library's collection to confirm there are sufficient resources to support a course and to recommend books or media to maintain currency in a subject area when a course is updated. A librarian is a standing, voting member of the Curriculum Committee and approves all curricular submissions, including new courses, certificates and degrees. New library materials are promoted through a variety of outreach efforts. Faculty are advised via email of new holdings in their curricular areas when new print, electronic or media materials are added to the collection. New books, electronic resources and media are advertised through the library's web page on the "New Library Materials" guide and display areas in the library. Students also contribute to collection development by making recommendations for books and media they would like to see added to the library's holdings.

The library's "Five-Year Information Technology Plan: 2010-2015" [[IIB.2-02](#)] established 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. Educational equipment available to support student learning in the library includes 30 Internet-accessible computers, free printing, viewing/listening stations, and large group study room with television and DVD player. The library is continually improving online access to resources and services, such as electronic books and databases, online research guides and tutorials, and online scheduling for group study rooms. Future plans to enhance technology resources include proxy service access for online databases, email notices for overdue books, and seeking grant funding for laptops that students can use within the library.

Learning Support Services

The Basic Skills Lab completes yearly PRAISE reports in an effort to provide accurate data showing the continuous need to expand and be able to provide a strong foundation for Math and English courses [[IIB.2-03](#), [IIB.2-04](#)]. Currently, the lab has twenty-four computers available for student use so they can develop their skills of time arrangement, learning habits and completion of assignments.

The Basic Skills area is planning to have several workshops for basic skills students with emphasis on study skills and reduction of learning anxiety. The Basic Skills department has recently revised the PLOs to include math skills and focus on a single PLO for communication skills. These two new PLOs will better reflect the instruction undertaken in the Basic Skills Department.

The Business Education Technology (BET) Center facilitator is responsible for maintaining equipment and materials. Recently, new computers were purchased with the use of Perkins funding. The campus IT department maintains the computers, and XEROX maintains the printers used in the BET lab. When there is a shortage on materials, the facilitator is responsible for ordering more supplies. A majority of the classrooms utilized for BET classes are updated every two years. The Business Advisory committee is consulted regarding materials used and materials needed for the coming year. BET lab equipment is updated every 4-5 years through Perkins [[IIB.2-05](#); [IIB.2-04](#)]. Student evaluations are conducted to ascertain the effectiveness of the BET lab. All BET faculty are encouraged to submit suggestions and any improvements they deem necessary to the facilitator.

The Communication Center has two student assistants and one facilitator. Currently the facilitator is a full-time Communications Studies instructor. The facilitator is responsible for maintaining and tracking equipment in the center as well as coordinating with the appropriate entities when problems arise or support is needed. Updates and equipment requests are made through the PRAISE report process and are awarded through administration based on need. In previous years the Communication Center has acted as a subgroup of the Communications Studies department, being included in the department PRAISE report; however, this year the center will begin to submit its own report as a non-instructional program for review. Faculty feedback sessions and anonymous student questionnaires are used to assess the center's effectiveness. The data collected from both students and instructors is used to train student assistants and the facilitator to improve the quality of the services offered to the entire campus community. Faculty refer students to the center for training prior to the completion of a class project. During a student feedback session, they are provided a feedback form with suggestions on improvements. The form is given to the instructors so they can review it to see if the students incorporated the suggestions to make their project better. This allows the instructor to see the progress the students make and how they can benefit from the practice [[IIB.2-06](#)].

The Math Success Center Facilitator is responsible for maintaining equipment and materials. Requests are submitted to the Department Chair. The facilitator also works in conjunction with IT and M & O to make sure the equipment is maintained and kept in a safe, clean environment; work orders are submitted to both IT and M & O when issues do arise. When there is a shortage on materials the facilitator is responsible for ordering more supplies. The Math Department just

received a grant for \$1.425 million from the Chancellor's Office to help with renovations in the new Math Success Center location [[IIB.2-07](#)].

The Nursing Program has two part-time lab assistants and two student workers who maintain equipment under the guidance of full-time instructors. A basic supply level is established based on student enrollment and necessary materials are re-ordered as supplies decrease. Through the RAMP UP grant the Nursing Department was able to purchase new equipment and materials to replace the outdated equipment and materials.

The Information Technology (IT) department with input from two Instructional Assistants (both staff) and the Writing Center Facilitator are responsible for maintaining the equipment. The content of the materials are maintained by the Writing Center Facilitator, and the Instructional Assistant maintains copies and supplies. The computers and images are maintained by the IT department; when issues arise staff/faculty place a work order. Materials are printed in the campus print shop as well as the back room of the Writing Center to produce, maintain, and distribute them. Equipment updates are handled through program review, and the materials are updated by the Writing Center Facilitator [[IIB.2-08](#)].

When the Writing Center began, it was in a trailer with sixteen computers and only had seating for eight students to read and/or to study and/or be tutored. The current center offers double the square footage now and holds twenty-eight computers with seating for sixteen students to read and/or to study and/or be tutored. All computer stations can accommodate tutoring services thus making the number of seats for tutoring forty-four. The newest improvement was the addition of a Lead Tutor position. The job duties and qualifications are: serve as a mentor to all tutors and interact between tutors and the Writing Center Facilitator. They will also hold training for new tutors in the English 6 tutoring program in addition to guidance and insight; maintain the English 6 handbook and collaborate with fellow tutors; oversee production of Writing Center tutor handbook as a team effort; apply various methods of team building and problem solving strategies; work on conflict management and general communication building with the Facilitator as well as the Instructional Assistants; hold English 6-based meetings to discuss progress with tutors, and report on those meetings to the Facilitator; and contribute to the English 6 introductory meeting between faculty and tutors [[IIB.2-09](#)].

All faculty input regarding assessment effectiveness is welcome; however, the Writing Center is part of the English Department. Therefore, the faculty members and the Chair of the English Department have direct input for and feedback into what the center offers. This means that the Writing Center is aligned with English SLOs and part of the PLOs for the English Department. The Writing Center Facilitator is part of the English Department and is therefore part of any departmental discussions.

Evaluation

Library

The College meets this standard by relying on the expertise of faculty in selecting and maintaining educational equipment and materials to support student learning and enhance the mission of the College. The library provides diverse materials in print and online formats to meet

the research needs for on-campus and distance education students. Materials selection is guided by the library's collection development policy, and technology resource development is guided by the library's technology plan. Materials are obtained in electronic formats to allow multiple remote users and simultaneous access. Distance learners and off-campus students have passwords for remote access to online databases with full-text articles from newspapers, magazines, scholarly journals, electronic books and reference books via the library's web page. The library will continue to dedicate resources to expand online access to learning materials to support both on-campus and distance learning students.

Learning Support Services

The College meets this standard by relying on the expertise of learning support services faculty and learning support services professionals in selecting and maintaining educational equipment and materials to support student learning and achieve the college mission. Learning Support Services Faculty and Learning Support Services Professionals work closely within the department to select and ensure maintenance of educational equipment working closely with the campus Information Technology Department. Learning Support Services Faculty and Learning Support Services Professionals work closely within the department in selection and maintenance of educational materials to support student learning in Learning Support Services center and labs. M & O department maintains the centers and labs.

Action Plan

No Action Plan Required

IIB.2 Evidence

- IIB.2-01. [Library Collection Development Policy](#)
- IIB.2-02. [Library Five-Year Information Technology Plan, 2010-2015](#)
- IIB.2-03. [Basic Skills Lab Program Review Cycle 2015](#)
- IIB.2-04. [Academic Senate Program Review Webpage](#)
- IIB.2-05. [Business Education Technology Program Review Cycle 2015](#)
- IIB.2-06. [Communication Center Report May 2016](#)
- IIB.2-07. [Math Success Center Chancellors Office Grant Approval](#)
- IIB.2-08. [Writing Center Mission Statement](#)
- IIB.2-09. [Writing Center Workshops for Spring 2016](#)


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

Description

Library

The library has aligned its mission and instructional program goals to support the College’s mission and promote attainment of student learning outcomes (see chart below). The library evaluates its resources and instructional program through assessments gathered through surveys for both on-campus and distance learning students, faculty surveys, and a formal pre- and post-test assessment for English 101 students that measures attainment of student learning outcomes for information competency. Assessment results are used by librarians to improve teaching and make changes to the information competency workbook assignment. Student and faculty feedback from surveys are used to evaluate and improve library services and collections.

College Library Mission and Program SLOs Aligned with College Mission

College Mission	Library Mission	Library Program SLO
<p>The mission of Victor Valley College is to:</p> 	<p>The mission of the Library is to support and assist the institution, its students, faculty, and administration in attaining the educational goals stated in the College’s Mission Statement. The Library will carry out this function by providing access to a diverse collection of print and electronic resources and an integrated program of service, resource management, assessment, and instruction for information literacy. (Library Mission)</p>	<p>Students demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize library and information resources within the guidelines of academic standards to meet collegiate and personal information needs. (Library PLO)</p>
<p>CULTIVATE - intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.</p>	<p>The library is supportive and responsive to cultivating intellectual growth, cultural enrichment, and social responsibility through services, events, resources.</p>	<p>Students learn to obtain and apply information to meet particular needs through library resources including careers/employment, citizenship and GED exams, and English language acquisition.</p>
<p>CREATE - exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.</p>	<p>The library provides individual and course-related information competency learning opportunities so that students can become critical users of information and lifelong learners.</p>	<p>Students demonstrate information competency and lifelong learning skills through their ability to effectively acquire, interpret, critically evaluate, and apply information with some understanding of its ethical and legal ramifications.</p>
<p>EMBRACE - difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.</p>	<p>The library contributes to the college's mission by providing collections, services, and instruction supportive and responsive to the changing needs of people with diverse ethnic, cultural, social and economic backgrounds.</p>	<p>Students build understanding and appreciation for diversity and cultures through the practice of using library resources, services, and facilities.</p>
<p>INSPIRE - innovative teaching and service with imaginative users of collaboration and technology, fostering vibrant programs that are measurable effective in addressing student learning and community needs.</p>	<p>The library strives to provide equal access to print and electronic materials and to develop services, including distance learning services, for students with a wide range of learning styles and comprehension levels.</p>	<p>Students build on technology skills by using the library computers for research, participating in library instruction classes, and learning to navigate the library website to utilize electronic resources.</p>

<p>EMPOWER – each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.</p>	<p>The library strives to provide students with quality resources and services to support academic integrity and personal growth.</p>	<p>Students communicate, organize and synthesize information from sources to fully achieve a specific purpose, with clarity and depth.</p>
<p>Last Modified: January 7, 2014</p>		

Library Instruction

The library contributes to attainment of student learning outcomes through its information competency graduation requirement [[IIB.3-01](#)], which was implemented in fall 2008, after being approved as a general education learning outcome in spring 2008. In the 2014-2015 academic year, 2,181 students completed the information competency workbook in the library, and 443 distance education students completed the online tutorial. The information competency student learning outcomes, which are based on the Association of College & Research Libraries “Information Literacy Competency Standards for Higher Education” [[IIB.3-02](#)], 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 and/or the Internet to effectively locate and retrieve information resources; analyze and evaluate information for the criteria of credibility, relevance, authority, currency, and point of view or bias; organize and communicate information for a specific purpose and in accordance with legal and academic standards.

Information competency is embedded in the curriculum for English 101, which is a required course for an associate degree. Students who do not complete English 101 at the College are required to complete the library information competency workbook prior to graduation. Students in the College’s Nursing Program are required to complete the information competency workbook prior to enrollment in the program.

The on-campus information competency program includes a 45-minute instruction session taught by a librarian in the library’s instruction room, followed by a hands-on, skills-based workbook that students must complete in the library. The 40-question multiple choice workbook [[IIB.3-03](#)] is designed to introduce students to research strategies and information resources in both print and electronic formats. The workbook includes: tips for getting started with a research project; subject searching in the library catalog to find a book and recognizing the parts of a bibliographic record; differentiating between magazines, scholarly journals and newspapers and recognizing the parts of an article citation; searching an online database to retrieve a periodical article; understanding and evaluating web sites; searching the Internet using Google’s advanced search features; 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; understanding plagiarism and properly citing sources using the MLA format. The workbook series consists of 30 unique topics in American history, science, political science, social science and business. In fall 2013 the library implemented a custom, online information competency tutorial [[IIB.3-04](#)] to meet student learning outcomes for distance learners enrolled in the online sections of English 101. The online tutorial covers the same learning objectives as the workbook completed by on-campus students. Online English instructors provide a link to the tutorial from their class shell in Blackboard.

Assessment data for the English 101 information competency program is captured each semester through a pre- and post-test that students complete in the library via an online Google form. Librarians analyze the data, summarize it on the campus-wide “Student Learning Outcomes Assessment Report” form and evaluate results for use as a means to improve student learning, instruction, and a workbook assignment. Assessment results are reported in the annual program review PRAISE report [IIB.3-05]. In the Fall 2015 assessment survey [IIB.3-06] students were asked how helpful the information covered in the workbook would be in completing future research projects, and 38.1% responded extremely useful, 35.2% responded very useful, and 19.8% responded that it would be useful.

Library Resources and Services

The library uses a variety of methods to evaluate its resources and services, including student surveys for both on-campus and distance learning students, faculty surveys, self-evaluation through the annual program review process, collection usage review and inventory. 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. Reporting modules in online databases provide statistics on the number of searches, number of articles retrieved, and popular search topics. Routine inventories of the collection provide a measure for quality control; corrections can be made to update the catalog for missing items and adjustments made for incorrectly shelved or other problem items. In Spring 2016, students and faculty were surveyed regarding how well the library’s collections and services meet their learning and instructional needs [IIB.3-07; IIB.3-08]. The survey distributed to students on the library’s website 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; hours of operation; and a field for comments. The faculty survey evaluated satisfaction with how well the library’s print and online resources meet curricular needs, the effectiveness of bibliographic instruction, services and hours. Selected data are shown in the table below:

Student & Faculty Satisfaction, Library Collections				
	Strongly agree	Agree	Disagree	Strongly Disagree
Students: Print resources meet research needs	57.4%	36.6%	5.5%	0.5%
Students: Online resources meet research needs	47.3%	43.5%	7.5%	0.5%
Faculty: Print resources meet curriculum needs	54%	46%	2%	2%
Faculty: Online resources meet curriculum needs	53.2%	44.7%	0%	2.1%

In summer 2016, distance education students were surveyed via Blackboard to evaluate how well the library’s online resources and website meet their needs as off-campus students [IIB.3-09]. Of

the student respondents, 56.6% answered that they have class research assignments that require them to use library resources. The survey will be distributed again in fall 2016. In the meantime, librarians will work with individual faculty members to see how library research guides specific to online research assignments can be developed and linked within an online course.

Student & Faculty Satisfaction, Library Collections				
	Strongly agree	Agree	Disagree	Strongly Disagree
Students: Print resources meet research needs	57.40%	36.60%	5.50%	0.50%
Students: Online resources meet research needs	47.30%	43.50%	7.50%	0.50%
Faculty: Print resources meet curriculum needs	54%	46%	2%	2%
Faculty: Online resources meet curriculum needs	53.20%	44.70%	0%	2.10%

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. Specialized software tools such as SARS Track and PC-Track are used to track student access and satisfaction more accurately and also reflect student utilization. This data has assisted the administration with staff scheduling.

The Basic Skills Department increased the offerings of BSKL 3 and BSKL 9 in response to overwhelming demand for the courses. This was accomplished through hiring more faculty for instruction and by using room 21-171 for instruction in the afternoons. The success rate remained consistently just above 40% even though the students complete four-unit courses instead of one-unit courses. Before 2014, students took a 2-unit, 8-week class in order to pass, meaning students needed to finish only 8 weeks at a time. How the change influenced the success rate will need further calculation with the raw data. Relatively, the success rate showing on the histogram bar is the same as the previous two years, but the success rate of 2014 to 2015 at least means the students in that year finished the Basic Skills courses and were able to move to Math 10. A year ago, if the students couldn't pass the first level Basic Skills course, they could not take the second part of the class. The success rate was counted by courses. Quizzes are used to assess SLOs for both BSKL 3 and BSKL 9. The quizzes are quite consistent and allow assessment of SLO data more easily than other methods. The ease and consistency allow comparisons of data over years. To ensure that evaluations are used for continued improvement, the department completes SLOs and PLOs and an annual PRAISE report reflecting the data collected [[IIB.3-10](#)].

The Business Education Technology Center has BET textbooks on reserve in the campus library. Student needs are measured by assessments, tests, student evaluations, and instructor evaluations. The College uses SLOs, PLOs, assessment testing, certificates, and student evaluations to ensure the improvement of the BET lab [[IIB.3-11](#)].

The Communication Center bases their effectiveness on PLOs and SLOs of the Communication Studies department. As stated, the center should be classified as a non-instructional program and therefore have their own PLOs to define mission and allow center staff to better measure effectiveness across disciplines. This process will be completed during fall 2016. The center is a relatively new resource, and defining the mission has been a constant work in progress. Staff at the center have been working with students and faculty to tailor center offerings in such a way to meet the student, faculty, and staff needs. Listening to the requests and suggestions of others has been a great way for staff to better assist the campus community. Beginning this fall, the center will create its own SLOs as an independent non-instructional program where assessments can be conducted to gauge effectiveness in meeting said outcomes [[IIB.3-12](#)].

The ESL tutees evaluate tutors towards the end of the semester using Survey Monkey in English to ensure students' needs are met. The paper survey is interpreted in three languages--Spanish, Korean and Arabic. In addition, a survey is given to each class to assess the likelihood of using the lab. Instructors notify the Chairperson of their instructional needs. They also provide supplemental activities in the lab for individual language development. Furthermore, every ESL course is web-enhanced [[IIB.3-13](#)].

The Math Success Center Facilitator reviews data from SARS and offers this data to the Department Chair [[IIB.3-14](#)]. The facilitator also offers suggestions based on the SARS data to faculty members in charge of workshops for the Math Success Center. MSC tutors also provide feedback on student needs during the academic year. Workshops are offered during the academic year to provide support on key topics; there are no lectures or class instruction.

The Nursing Program conducts a PRAISE report to evaluate learning support services for each student. Each semester has a set content and specific SLOs. Full-time faculty dictate what specific skills need to be taught during each semester. The skill labs and simulation labs are set up to coincide with the lecture content. The evaluations done every semester give each student an opportunity to verbalize any needs that he or she has found to be necessary to possibly be implemented. All labs receive an evaluation at the end of each semester. Throughout the semester students are signed off on specific skill competencies by their skills lab instructors. Written SLOs in each semester curriculum identify lab times. Students are also evaluated by each semester using competencies that they have to pass in order to continue on to the next semester. These competencies are signed off by faculty observing the students performing certain skills.

The Writing Center is evaluated through the Institutional Research Department as well as the Writing Center Facilitator and coordinates with the VPI, Deans, English Department Chair, and various faculty. Student needs are defined during weekly meetings with Writing Center staff and tutors as well as English 6 student evaluations of the tutors and their own writing process [[IIB.3-15](#)]. The English Department uses Program Review as the evaluation tool for the Writing Center.

Also, the Writing Center collects numbers of individual students who come to the Writing Center, how many times they visit, and the number of hours they spend here. In addition, they count the number of attendees at the workshops, the number of classroom presentations they make as part of their outreach, and the number of online tutoring sessions completed. These go into periodic reports and show how well the students use the services [[IIB.3-15](#)].

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

Library

The College 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 learning outcomes assessment. The library contributes directly to student learning outcomes for institutional learning and general education learning outcomes through its information competency program, which is a graduation requirement for the associate degree. Evidence of the library's outcomes assessment is reported on the campus SLO forms and included in the annual program review PRAISE report. The assessments provide quantitative data about how well students learned the outcomes the College intended to teach, and results are used to improve student learning and instruction. The loop is closed by making improvements to the workbook on the concepts where students score poorly; librarians use outcomes assessment to improve teaching in the library instruction sessions. The information competency assessments include a qualitative question designed to show how the library's instruction program contributes to student learning and success and how it meets student needs.

Learning Support Services

The College meets the standard relating to evaluation of learning support services by ongoing assessment, planning, and improvement through annual program review and budget documents, learning support services technologies, student and faculty surveys, and learning outcomes assessments to assure adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes using ongoing results of evaluations as the basis for improvement in Learning Support Services.

Action Plan

No Action Plan Required

IIB.3 Evidence

IIB.3-01. [Information Competency from Catalog 2016-17, page 74](#)

- IIB.3-02. [ACRL Information Literacy Competency Standards for Higher Education](#)
- IIB.3-03. [Library Information Competency Workbook](#)
- IIB.3-04. [Library Information Competency Online Tutorial for Distance Learners](#)
- IIB.3-05. [Library Annual Update to PRAISE Report, 2015](#)
- IIB.3-06. [English 101 Workbook Post Assessment Results, Fall 2015](#)
- IIB.3-07. [Library Student Survey, Spring 2016](#)
- IIB.3-08. [Library Faculty Survey, Spring 2016](#)
- IIB.3-09. [Library Accreditation Survey for Online Students, Summer 2016](#)
- IIB.3-10. [Basic Skills Lab Program Review 2015](#)
- IIB.3-11. [BET Program Review Cycle 2015](#)
- IIB.3-12. [Communications Center Report May 2016](#)
- IIB.3-13. [ESL Lab Program Review Cycle 2015](#)
- IIB.3-14. [Math Success Center Student Tracking](#)
- IIB.3-15. [Writing Center Assessment Data Samples](#)

IIB.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Description

Library

The College does not rely on other institutions for library resources for its instructional programs. 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 promoted through the library's web page, during instruction sessions and reference interactions and are used as needed. They are utilized when specific materials that support student learning are not available in the library. ILL is managed through a membership with Online Computer Library Center, Inc. (OCLC) [IIB.4-01]. In the 2014-15 academic year, the library used OCLC to borrow 7 items from other libraries and provided 35 interlibrary loans to other institutions. The library's membership in the Inland Empire Academic Libraries Cooperative (IEALC) [IIB.4-02] provides students with library borrowing privileges at 16 Colleges located in the Inland Empire region, including CSU San Bernardino. In 2014-15, 2 of the College's students were issued IEALC cards to borrow materials from other libraries. The program may not be widely used due to the College's remote location; the nearest collaborative university library is a distance of 34 miles.

The library participates in the Community College Library Consortium (CCLC) [IIB.4-03] for negotiated prices for online database subscriptions. The consortium, a partnership between the Council of Chief Librarians and the Community College League of California, works on behalf of the California Community College system 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 library also maintains a membership in the Council of Chief Librarians [IIB.4-04], a professional organization which represents, promotes, and advances libraries in the California Community College system.

The district contracts with a third-party vendor that provides four photocopy machines in the library; these machines are self-service with black and white copies for 10 cents per page. The library's physical collection is secured by a 3M radio frequency theft detection system that 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. The Technology and Information Services (IT) Department maintains all hardware and access to instructional and administrative campus networks. The library's technology plan [IIB.4-05] ensures effective maintenance of the SirsiDynix integrated library automation system through a 5-year annual maintenance agreement, while the server itself is maintained by the IT Department. 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. The library has requested budget augmentation in the past two year cycles of PRAISE studies for replacement of damaged, worn-out chairs, couches and tables in the library [IIB.4-06]. In August 2016, the Superintendent/President announced a \$100,000 one-time budget allocation from Fund 71 to replace library furniture.

Learning Support Services

The Basic Skills Lab has general rules, and each student is given one with the syllabus. The lab's maintenance needs are ongoing and the Instructional Assistant ensures that the IT department is aware of any lab issues [IIB.4-07].

Business Education Technologies lab agreements are kept in the IT department on campus. Dean Ellerson and instructor Barbara Becker are collaborators for the BET lab. The lab is evaluated on its effectiveness every semester. There is currently no security protocol for the BET lab other than campus police [IIB.4-07].

Every year the Communications Center is evaluated to track student visits and use of the resources in the center. Each semester the student use has either increased or, at a minimum, remained constant. Contract renewal and support requests are directly related to the benefits the center provides to the College's students. The center is maintained by the facilitator at all times during the hours of operation. All equipment and center use must be coordinated through the facilitator. Maintenance needs are addressed on an as needed basis. Any maintenance needs can be taken care of by submitting a work order to the Maintenance and Operations department.

Math Department Chair, Stephen Toner and the Math Lab Facilitator, Nichole Carver are the main collaborators for the Math Success Center. The Math Success Center Facilitator evaluates the performance of the MSC at the end of each semester [IIB.4-08; IIB.4-09]. They then present

feedback to the Department Chair for further deliberation. The Math Department meets regularly to discuss current successes and failures, suggesting ways to intervene to help students in need of better services. The MSC Facilitator or attendant on duty will contact campus security if the need arises. The facilitator monitors maintenance needs on a daily basis.

The ESL Lab has general rules, and each student is given one with the syllabus. The lab's maintenance needs are ongoing and the Instructional Assistant ensures that the IT department is aware of any lab issues [[IIB.4-07](#)].

The Nursing labs are evaluated by students and instructors each semester. Maintenance needs are evaluated every semester. If specific services are required, the vendors are notified to address the issues. All high tech mannequins have service contracts that are utilized when they do not work correctly. The College's maintenance department provides services as needed [[IIB.4-07](#); [IIB.4-10](#); [IIB.4-11](#); [IIB.4-12](#); [IIB.4-13](#); [IIB.4-14](#); [IIB.4-15](#)].

Evaluation

Library

The College meets the standard by taking responsibility for assuming the effective maintenance, security and reliability of services provided in terms of library technology, services and facilities. The library does not rely on external institutions or other sources for library materials to support instructional programs. When collaborative agreements to supplement library resources are utilized through interlibrary loan or reciprocal borrowing at other academic libraries, formal agreements exist, and these services may be easily accessed and utilized.

Learning Support Services

The College meets the standard by taking responsibility for effective assurance of security, maintenance, and reliability of services provided by Learning Support Services either directly or through contractual agreement. When the institution relies on or collaborates with other sources for Learning Support Services instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes and are easily accessible and utilized. The College regularly evaluates such services to ensure their effectiveness.

Action Plan

No Action Plan Required

IIB.4 Evidence

- IIB.4-01. [OCLC - Online Computer Library Center, Inc.](#)
- IIB.4-02. [IEALC Agreement 2015-2016](#)
- IIB.4-03. [Community College Library Consortium](#)
- IIB.4-04. [Council of Chief Librarians](#)
- IIB.4-05. [Library Five-Year Information Technology Plan, 2010-2015](#)

- IIB.4-06. [Library Annual Update to PRAISE Report, 2015](#)
- IIB.4-07. [Online IT Work Orders Link](#)
- IIB.4-08. [Math Success Center Student Tracking](#)
- IIB.4-09. [Math Success Center](#)
- IIB.4-10. [Nursing Process 1 Simulation & Skills Lab Schedule Spring 2016](#)
- IIB.4-11. [Nursing Process 2 Skills Lab Schedule Spring 2016](#)
- IIB.4-12. [Nursing Process 2 Schedule Spring 2016](#)
- IIB.4-13. [Nursing Resource & Remediation Lab Schedule Spring 2016](#)
- IIB.4-14. [Nursing Process 4 Schedule Spring 2016](#)
- IIB.4-15. [Nursing Process 4 Simulation Lab Schedule Spring 2016](#)