

## II.B. Library and Learning Support Services

### II.B.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 (quantity, currency, depth, and variety), tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17).*

#### Evidence of Meeting the Standard

##### **The College Provides Library and Other Learning Support Services to Students and to Personnel Responsible for Student Learning and Support**

Mt. San Antonio College (Mt. SAC) invests extensive resources and efforts in student-oriented learning services with complementary on-campus and online options to equally support traditional and distance learning students ([II.B.1-1 pg. 6](#)). On-campus options are physically distributed throughout the large campus to provide easy access to tutoring, library collections, information competency instruction, computers, software, printing

services, and are open day, evening, and weekend hours ([II.B.1-2](#)). Online options for learning services include online tutoring, 24/7 online chat reference services, access to electronic library resources and databases, directed learning activities, and remote scheduling and registration for learning activities. The library and tutoring centers also participate in other campus functions to ensure that students are informed about the learning options and services available to them. Noncredit students also have access to library services and resources. The Adult Basic Education Department has embedded library services as part of its high school coursework. Librarians at Mt. SAC are essential for ensuring that quality services and resources are available to all students regardless of their location, curricular and research needs, and levels of library skills. To support this assumption, the College has recently hired three additional librarians to ensure that student needs are met. In 2012-13, an online learning librarian was hired to support online library initiatives through distance learning. In 2014-15, a second librarian was hired to support all areas of the library with a focus on student services, reference and instruction, and the use of library technology. And finally, a student equity and outreach librarian joined the full-time faculty in 2016-17. This position provides outreach to students to ensure that they are aware of library resources and services, identifies and removes barriers that prevent students from taking advantage of library

services, and partners with constituent groups and special programs that serve specific populations to ensure that underserved populations have equal access to library resources, information competency instruction, and individualized research and reference assistance. Funding for adjunct librarians has also been well-supported by the College. Over 3,000 adjunct hours were budgeted for 2015-16 to ensure that the library is open day and evening hours during summer and winter intersessions, Saturday and Sunday hours during the primary terms, and that there is adequate adjunct librarian support for 24/7 chat reference follow-up for distance learning students, database management, collection development, and evening information competency workshops. Additional funding through Student Equity Funds will be available for 2016-17 to support ongoing Sunday library hours and information competency opportunities for students ([II.B.1-3](#)).

In support of continued development and management of quality library experiences and online learning opportunities for students, Mt. SAC hired an Associate Dean of Library and Learning Resources. The Associate Dean joined the division management team with the primary duties of managing the library's day-to-day operations with responsibilities to support the Dean and the division's operations. The Associate Dean collaborates with faculty and librarians to ensure that students have high-quality distance learning educational opportunities and equal online access to resources and services. To better serve students during evenings and weekends, classified library staff have either been

added or hours increased. In 2013, a library technician position was changed from a .0475 position to a 1.0 position, and in 2016, a half-time library technician was hired to support weekend hours. And finally, the Library and Learning Resources Division Office added an administrative specialist III to assist the growing division's administrative needs.

The Mt. SAC Library offers students, faculty, and staff a place to develop information competencies, cultivate information inquiry skills, engage in quiet study, and meet and collaborate with fellow students. Students who visit the reference desk or use the 24/7 online chat reference service receive individualized instruction that assists them in developing research topics, selecting topically relevant databases, constructing effective searches, and finding and evaluating their retrievals. Students who attend library workshops or enroll in a credit library course will further develop library research skills, improve their ability to evaluate and integrate materials in multiple formats into their papers and presentations, and learn effective search techniques ([II.B.1-4](#), [II.B.1-5](#)).

Library services are an integral part of the educational program at Mt. SAC ([II.B.1-6](#)). The library is supported by the Academic Senate and has an advisory committee to ensure that the faculty have a venue for expressing their ideas and concerns about the library and its services ([II.B.1-7](#), [II.B.1-8](#), [II.B.1-9](#), [II.B.1-10](#)).

Library attendance of approximately 481,000 annual visits is measured by a gate counter, and the data supports a consistent number of visits each month. Variations in attendance usually

correspond with variations in the College academic calendar, such as time between semesters and intersession start and end dates ([II.B.1-11](#)).

Library hours, in general, match the College's hours of operation and include day, evening, and weekend hours. Information about the hours of operation is available from the library's web page, printed bookmarks, and as a telephone message. During the fall and spring, the library is open Monday through Thursday from 7:30 a.m. to 9:30 p.m., Fridays from 7:30 a.m. to 4:30 p.m., Saturdays from 9 a.m. to 4 p.m., and Sundays from 1 p.m. to 9:30 p.m. for a total of 79.5 hours per week. During the winter and summer intersessions, the library is open Monday through Thursday from 7:30 a.m. to 7:30 p.m. for a total of 48 hours per week. Library hours ensure that the library is open before the start of the first class of the day and after the start of the last class of the evening to provide access to reference assistance, library materials, computers, and print services to all students regardless of when their class is scheduled ([II.B.1-12](#), [II.B.1-13](#)). During finals, hours are extended just prior to and during the week of finals for an additional 12.5 hours, with up to 220 students using the library at one time during the extra hours ([II.B.1-14](#)).

The Library has a curriculum-based collection of print books, eBooks, closed-captioned DVDs and online streaming videos, specialized materials such as audio-books, titles adapted for English as a Second Language learner, children's books, career guides, and popular fiction and non-fiction books. The collection is collaboratively developed with the

discipline faculty through a library liaison program, informed by reading lists and research assignments listed in the Course Outline of Record, compared to collection development tools, and supported by subject specific approval plans developed by the Collection Development and Liaison librarians. Collection development activities are guided by the Library's Collection Development Policy with a goal to continuously develop the library collections to support the College curriculum through the effective management and acquisition of materials and as discussed in library faculty department meetings. Furthermore, all library materials, when requested, will be provided in alternate formats for individuals with disabilities, and only closed-captioned DVDs are purchased ([II.B.1-15](#), [II.B.1-16](#), [II.B.1-17](#)).

Mt. SAC students can conduct library research for materials in digital or print format that is either owned by the library or available through subscriptions whether they are on or off campus through the library's online catalog and discovery tool, OCLC Worldshare Management System (WMS). WMS provides access to books, media, and eBooks, as well as articles from library-owned databases, which are discoverable through WMS. In many cases, WMS is a one-stop retrieval tool for students. WMS is web-based so students can remotely access WMS using any web browser. A catalog link is also available on all Mt. SAC webpages as part of the standard options at the bottom of each page and from dedicated links in the Mt. SAC portal and Moodlerooms ([II.B.1-18](#), [II.B.1-19](#)).

In cases where students need more refined searching options or have complex research topics, they may select a topic-specific database and conduct searches using the database's native interface and myriad search techniques ([II.B.1-20](#)). Students are well served by the library's collection of approximately 112 databases that represent the following subjects: general and multi-topic, agriculture, earth science, environment, arts, biography, business, careers and technical education, child development, communications, current issues and controversies, education, film, health, medicine, nursing, history, kinesiology, law, literature, music, political science, psychology, religion, science, technology, social sciences, sports, and statistics ([II.B.1-21](#)). The library also has a curriculum-based collection of print books, eBooks, closed-captioned DVDs and online streaming videos, specialized materials such as audio-books, titles adapted for English as a Second Language learner, children's books, career guides, and popular fiction and non-fiction books. The physical collection of approximately 78,870 titles has a distribution of 96 percent books, 3 percent closed-captioned videos, and 1 percent audiobooks. Of these titles, 17 percent have a publication date between 2010 and 2015, with 45 percent of the collection published after 2000 ([II.B.1-22](#), [II.B.1-23](#)). The physical collection is supplemented by an eBook collection of approximately 88,249 titles ([II.B.1-24](#), [II.B.1-25](#)). Should a student need a book that the library does not own, students may borrow books from the Cal Poly Pomona University Library by presenting their Mt. SAC ID, or they may borrow books from any of the 19 participating

libraries in the Inland Empire Academic Libraries Cooperative Library (IEALC) ([II.B.1-26](#), [II.B.1-27](#), [II.B.1-28](#)). And finally, the WMS system can identify libraries within the area that own the desired book so students can be referred to area libraries ([II.B.1-29](#)). Materials continuously circulate so students may use materials during school breaks allowing them access to books for pleasure reading, test preparation, and discipline specific titles for course preparation. During 2014, the library checked out 73,747 items to students and 71,107 items in 2015, which represents a 3 percent decrease in overall circulation between the two years. The slight decrease, however, is negligible considering the increasing online and digital options available to students. The 2016 circulation average of 5,994 is consistent with the average monthly circulation rates for 2014 and 2015 ([II.B.1-30](#)).

### **Library and other Learning Support Services Offered are Sufficient in Quantity, Currency, Depth, and Variety to Support Educational Programs, Regardless of Location or Means of Delivery**

Selection of materials for the Mt. SAC Library's collections is informed using multiple methods and follows the Library's collection development policy – Collection Development Policy and Guidelines, Mt. San Antonio College Library, September 2012 – that addresses not only the collection needs for the College's instructional programs, but also provides guidelines for selecting and deselecting materials for basic skills, career research, transfer goals, and career and technical coursework ([II.B.1-31](#),

[II.B.1-32 pg. 5-6, 8-11](#)). In addition to in-house analysis and collaborative decision-making, the library uses a library liaison model to develop the collection ([II.B.1-33](#)). Librarians are assigned specific subject areas of the collection and are the designated library contact for faculty associated with a particular subject area or discipline. Librarians and faculty collaboratively select and deselect materials, ensure that essential titles are in the collection, and make certain that subject areas are adequately represented to support programs, degrees, and certificates ([II.B.1-34](#)). Adjunct librarians also contribute to the collection development process through ongoing collection development assignments such as reviewing and weeding out specific call number ranges, selecting and collecting specific formats such as graphic novels, or recommending deselection or retention of older titles. In addition to discipline faculty, the Library Advisory Committee ranks and recommends selections specific to Career Technical Education (CTE) needs associated with Perkins funding ([II.B.1-9](#), [II.B.1-10](#)). Librarians regularly evaluate and discuss database selection and deselection during faculty meetings ([II.B.1-35](#)). Librarians use standard selection tools and Yankee Book Peddler (YBP) Library Services' Global Online Bibliographic Information (GOBI<sup>3</sup>) selection tools based on a pre-determined collection development profile. YBP also provides processing assistance through shelf-ready books.

The Mt. SAC Library collection development process is integrated into the College's curriculum review process as all proposed or modified degrees and courses need some level of collections

development to support instruction, library research, and student learning. To support this expectation, the curriculum review process requires librarian contact as part of the submission process for new course and program proposals and course modifications as appropriate. Librarian contact is verified during the course review pre-screening process before being placed on the Educational Design Committee agenda ([II.B.1-36](#), [II.B.1-37](#)). Additionally, Course Outline of Record for all Mt. SAC courses are available for librarians to consult in WebCMS, the College's curriculum repository, when making materials selection.

Information competency is provided through workshops, online and face-to-face credit courses, and online and face-to-face reference desk interactions. The Mt. SAC Library offers a core group of information competency workshops that can be taken multiple times. The workshops focus on developing topics, finding and evaluating books, and finding and evaluating articles. ([II.B.1-38](#)). Additionally, four pilot biology workshops were offered during fall 2015 with approximately 50 students attending. During spring 2016, four biology workshops were again offered with 58 students attending the workshops ([II.B.1-39](#)). These workshops are now part of the workshop curriculum. Workshop registration is done online, and students receive confirmation of completion, also provided online ([II.B.1-40](#), [II.B.1-41](#)). Walk-in registration is available if there is room in the session. Workshops are available during all semesters with approximately 65 sessions offered in each of the 16-week fall and spring semesters and an average of 19 sessions for each of

the six-week winter and summer intersessions ([II.B.1-42](#)). The intersession workshop schedule complements the College's block scheduling by starting 20 minutes after the end of each scheduling block. The workshop topics sequentially rotate so a student can attend all three core workshops because of the strategic scheduling ([II.B.1-43](#), [II.B.1-44](#)).

Workshop attendance has been constant when comparing the 2014 attendance of 1,331 with the 2015 attendance of 1,391, which represents a 4 percent increase in attendance for 2015 ([II.B.1-45](#)). In 2015, 58 percent of the students attended the workshops because they were required for class with 30 percent of the students attending for extra credit. This ratio changed from 2014 where extra credit and required for a class were almost equal at 46 percent and 42 percent. About 11 percent of the students take the workshops for personal reasons, which did not vary between 2014 and 2015 ([II.B.1-46](#)). Considering that students rely on the workshops for extra credit or to complete a course requirement, the librarians have adopted a no cancellation policy regardless of the number of students enrolled in the workshop ([II.B.1-47](#)).

Online information competency workshop options are currently being developed and will be delivered through Moodlerooms, the College's learning management system. Student beta testing was completed in May 2016 with a target implementation date of fall 2016. The test showed that students liked the online workshop and scored an average of 84 percent on the quiz. They also preferred the quiz format and liked

questions with immediate feedback. Recommendations included improving the pace and volume of the audio and how the quiz function worked ([II.B.1-48](#)). In order to expedite the ability to offer online information competency instruction, two information competency vendor options with pre-developed content were explored in 2015; however, both were rejected because the quality of the content was insufficient.

At the request of numerous discipline faculty, a 30-minute library tour introducing students to the physical arrangement of the library and familiarizing students with services and learning opportunities was developed during spring 2016. The tour's script and content were tested with faculty volunteers during the end of the spring semester. The results of the input are still being tallied and, as appropriate, will be used to modify the proposed tour. The tour began in summer 2016. The tour ends in the library classroom to inform and invite students to the library workshops and to gather assessment data. Tour registration is done online with walk-ins welcome ([II.B.1-49](#)).

The Library offers two credit-bearing library courses, LIBR 1A Introduction to Library Research, a one-credit course, and LIBR 1 Information Resources and Research Methods, a three-credit course. Both courses are offered in the distance learning format and traditional on-campus setting ([II.B.1-50](#), [II.B.1-51](#), [II.B.1-52](#)). According to Mt. SAC review processes, courses are reviewed on a four-year cycle. All of the library courses are up-to-date and meet the review cycle requirements. Additionally, any obsolete

course proposals have been deactivated and removed from the curriculum inventory ([II.B.1-53](#)).

Generally, LIBR 1A is offered face-to-face in a 16-week format and an eight-week-late start online format each fall and spring. This scheduling pattern eliminates enrollment competition and provides students two opportunities during the semester to enroll in the class. The three-credit LIBR 1 is offered online each fall and spring semester as it is a popular format that averages a 97 percent fill rate with a 30 percent cancellation rate. A face-to-face LIBR 1 is offered each fall to provide students the opportunity to take the course in a traditional, face-to-face setting; however, a 41 percent cancellation rate and student preferences shifting to the online version support the online learning option as the best scheduling choice for the 3-credit course ([II.B.1-54](#)).

Mt. SAC librarians answer all types of questions and spend time establishing rapport with students to ensure return visits to the reference desk for research help. As a snapshot of the number and scope of questions, librarians answered 2,334 questions during October 2015. Of those questions, 48 percent were directional or technical, and 50 percent were reference and teaching questions ([II.B.1-55](#)). In line with the October snapshot, ready reference and research questions account for approximately 15,000 questions per year of the 28,000 questions asked at the reference desk. While 97 percent of the interactions were in person and only 3 percent were telephone inquiries, telephone assistance is still valuable as it provides students

with another avenue for remote or distance learning reference and research support. Instruction-based reference is available during all hours the library is open with two librarians available to assist students from 8:30 a.m. to approximately 6:30 p.m., Monday through Thursday during fall and spring semester. The double coverage ensures that students have limited wait times for a librarian, and it allows time for thorough responses to student library research needs. Many times one librarian can answer ready reference and directional questions while the other attends to more in-depth research questions. It also allows for consultation and teamwork should a challenging question be asked. In general, the librarian pairs consist of a full-time and an adjunct librarian. The pairing contributes to collaborative discussions about adjunct assignments beyond reference work such as collection development, database maintenance, and instruction, as well as keeping adjuncts well-informed about the daily operations of the library.

QuestionPoint virtual reference management system is used to provide 24/7, online virtual chat and email reference services to distance learning and remote Mt. SAC students, and all databases including the College library catalog are accessible remotely ([II.B.1-56](#), [II.B.1-57](#)). Online digital instructions such as an online video explaining how to access databases and LibGuides help students utilize to the resources ([II.B.1-58](#), [II.B.1-59](#), [II.B.1-60](#)).

The Mt. SAC Library is regarded by students as a place for study, group work, and personal research as there are just

under a half a million visits to the library each year ([II.B.1-11](#)). A quiet study area is available for students as well as areas that allow for some conversation and interaction. The library Planning for Institutional Effectiveness (PIE) document outlines proposed updates to further enhance the quiet study area with noise reduction modifications such as sound absorbing furniture, flooring, and ceiling tiles. Additionally, comfortable furniture will be added and unused cabinetry and shelving will be removed. New carpeting was approved for the entire library and was installed in August 2016 ([II.B.1-61](#)).

Group study rooms are available for collaborative student work and study sessions and are in high demand by students. Prior to 2013, students had to checkout a group study room on a first-come, first-served basis through the library circulation system. This method did not allow students to plan ahead and reserve a room in advance. It was also impossible to ensure that a group study room would be available when all of the students in a group could meet. To remedy these concerns, the library moved to a reservation system in 2013-14 using Springshare LibCal, an online room booking scheduler. Anecdotally, student response was immediately positive. Reservation statistics were extracted and analyzed. There were 3,164 unique confirmed users in 2014 and 2,660 users in 2015 for a 16 percent decrease; however, there was a 24 percent increase in confirmed time slots and 24 percent increase in the number of days and hours the rooms were booked. To complement the booking reservations, a general library policy is that students may use the room until the students with the booking arrive.

The use of the online reservation system and empty room policy allows students to plan ahead, ensures that a group study room is available when all of the students are available to meet, and maximizes the use of the Library's group study space whether students miss or come late to a reservation. The combined policies and practices have ensured that the space is constantly being used, as it is rare for a room to be empty ([II.B.1-62](#), [II.B.1-63](#), [II.B.1-64](#)).

Computers and software are essential library tools at Mt. SAC. There are 68 computers available to students on a first-come, first-served basis. The computers have MS Word, Excel, and PowerPoint as well as MS Explorer, Google Chrome, and Mozilla internet browsers. A standardized imaging process is used for maintaining security and functionality. Additionally, Wi-Fi is available throughout the library so students have access to the internet for their own devices. There are multiple power outlets available for students to charge their devices, and the Mt. SAC Help Desk provides assistance to students having technical difficulties. Equipment needs are analyzed each year as part of the planning process and are included in the PIE planning document ([II.B.1-65](#)).

The Mt. SAC Library offers printing services to students through Quality Copying Inc. (QCI). Services include black-and-white and color printing, scanning to print, scanning to thumb drives, printing from personal devices through the internet using Wi-Fi, and printing from home to any QCI networked printer located at Mt. SAC. Specifically, there are three black-and-white printers, one color printer, and two black-and white-

copier/printer combination machines that will print, scan, and copy. Additionally, there are four black-and-white copiers, one color copier, and one handicap accessible copier. QCI services also provides two coin and bill changers, the ability to pay by a pre-purchased card, which provides copies at a discounted price, and cash, debit, or credit payment options. Answers to student questions and help with technical questions are provided by the lead library technicians and Information Technology staff. Librarians are familiar with printing and scanning functions and are prepared to answer technical questions when the technicians are not available ([II.B.1-66](#) [II.B.1-67](#)).

Learning support services at Mt. SAC has a goal of increasing student retention and persistence by providing tutoring for multiple disciplines and tutoring specific to writing assistance and improving critical-thinking skills. This goal is also supported by providing access to math and science learning resources such as textbooks, calculators, and math tutors, as well as access to computers, specialized software, video recording equipment, study space, second language development resources, and transfer preparation resources ([II.B.1-68](#)). Online tutoring is available for math, science, and English by appointment, and for students taking an online or hybrid course, NetTutor is an additional online tutoring option ([II.B.1-69](#), [II.B.1-70](#), [II.B.1-71](#)).

Learning support services are provided at multiple tutoring and assistance centers spread across the physical campus. Centers include the Writing Center, WIN Program for student athletes, Math

Activities Resource Center (MARC) and Transfer Math Activities Resource Center (T-MARC), multiple subject tutorial services as well as other targeted tutoring services such as the Language Learning Center (LLC), the Speech and Sign Success Center, Extended Opportunity Program and Services Tutoring Center (EOPS), and the Tech Ed Resource Center (TERC). Computer labs include the Business Division Computer Lab, the Learning Lab, and the Disabled Student Programs and Services (DSPS) High Tech Center ([II.B.1-72](#), [II.B.1-73](#), [II.B.1-74](#), [II.B.1-75](#)). To ensure tutoring excellence, tutors and supplemental instruction leaders are required to complete credit-bearing tutor training courses that include topics such as tutoring strategies, problem solving, active learning, and working with a diverse student population, tutoring in the classroom, and subject specific tutoring ([II.B.1-76](#), [II.B.1-77](#), [II.B.1-78](#), [II.B.1-79](#), [II.B.1-80](#)).

The Mt. SAC Writing Center has an array of learning support services including tutoring, tutors in the classroom, workshops, directed learning activities to assist student's grammar and writing skills, online tutoring, and lab services. Students can schedule appointments for tutoring online using WOnline, an online scheduling system. Online tutoring in the Writing Center provided a total of 813 appointments and 406.5 hours of tutoring from fall 2013 through spring 2014. In 2014-15, there were over 10,000 unduplicated students served within each area with some duplication across areas. Of these, 3,880 students used tutoring services, 1,594 students worked with a tutor in the classroom, 2,604 attended workshops, 1,712 used Directed Learning

Activities (DLAs), and 208 students used online tutoring ([II.B.1-81](#)).

The Writing Center hours are from Monday through Thursday from 9 a.m. to 9 p.m., Fridays from 9 a.m. to 3 p.m., and Sundays from 11 a.m. to 5 p.m. for a total of 60 hours per week. Online tutoring hours are Monday through Thursday from 5 p.m. to 9 p.m., for a total of 16 hours per week ([II.B.1-82](#), [II.B.1-83](#), [II.B.1-84](#), [II.B.1-85](#)).

The WIN Program is a tutoring center and study area for Mt. SAC student athletes with access to computers with internet access, Plato software for math and English enrichment, typing development software, and Microsoft Office. Homework can be completed and basic skills deficiencies can be addressed with the assistance of a tutor in all subject areas in individual sessions and in small groups. The program is specifically designed to provide support so that student athletes can be successful in basic skills courses, prepare for transfer, and maintain academic eligibility. The WIN has consistently served an average of 800 students from 2011 to 2014. Additional services include resume, email, and computer skills development as well as registration assistance and counseling services. WIN Program hours during winter, spring, and fall are Mondays and Thursdays from 9 a.m. to 5 p.m. and Tuesdays and Wednesdays from 9 a.m. to 7 p.m. for a total of 36 hours per week. Summer hours are Monday to Thursday from 10 a.m. to 4 p.m. for a total of 24 hours per week. ([II.B.1-86](#), [II.B.1-87](#)).

The Math Activities Resource Center (MARC) focuses on the needs of students in pre-collegiate level math courses

whereas the Transfer- Math Activities Resource Center (T-MARC) provides college-level math tutoring support. In addition to tutors, math software, resource sheets, study space with tables, small and large whiteboards, scratch paper, textbooks, and calculators are available to students. Each year the MARC and T-MARC circulate approximately 25,000 math support items to students. While the ebb and flow of the academic year affects monthly circulation statistics, on average the centers circulate over 1,900 items per month ([II.B.1-88](#)). The centers had 10,164 student visits in 2013. In 2014-15, the MARC and the T-MARC served 8,066 students and provided 127,911 hours of support. In 2015-16, the centers served 8,133 students and provided 122,775 hours of support. They are open Monday through Thursday from 9 a.m. to 7 p.m. and Fridays from 9 a.m. to 2 p.m. during spring and fall for 44 hours per week. During the summer and winter intersessions, hours are Monday through Thursday from 9 a.m. to 7 p.m. for a total of 40 hours per week ([II.B.1-89](#), [II.B.1-90](#), [II.B.1-91](#)).

Tutorial Services in the Learning Assistance Center provide academic support for multiple subjects through in-person peer tutoring, and synchronous and asynchronous online tutoring. Additionally, Tutorial Services offer tutoring by appointment, study groups, and supplemental instruction. Students can schedule appointments online for writing tutoring and access math and science tutoring through Moodlerooms. During 2013-14, there were five times more online tutoring sessions than in 2012-13; and in academic year 2014-15, Tutorial Services assisted over 5,000

students in on-site tutoring and 247 students in online tutoring ([II.B.1-92](#)). Tutorial Services hours during the fall and spring are Monday through Thursday from 9 a.m. to 7 p.m., Fridays from 9 a.m. to 1 p.m., and Saturdays from 9 a.m. to 4 p.m. for a total of 51 hours per week. During the winter and summer intersessions, the hours are Monday through Thursday from 10 a.m. to 5 p.m. for a total of 24 hours per week ([II.B.1-93](#)).

The Language Learning Center offers language learning materials for independent study. Resources include 108 computers with language acquisition software, videos, and recording equipment. Languages supported include American Language (AmLa or credit ESL) for non-native English-speaking student language skills development, Arabic, Chinese, English as a Second Language (ESL), French, German, Italian, Japanese, American Sign Language, and Spanish. An average of 5,444 visits to the lab with an unduplicated attendance average of 4,392 students using the lab for an average of 70,843 hours per year from 2011 to 2014. Attendance and hours used has been constant ([II.B.1-93](#), [II.B.1-87](#)). The LLC is open Monday through Thursday from 8 a.m. to 9 p.m., Fridays from 8 a.m. to 2 p.m., and Saturdays from 9 a.m. to 2 p.m. for a total of 63 hours per week ([II.B.1-94](#)). ESL tutoring hours are Monday and Wednesday from 11:40 a.m. to 4:30 p.m., Tuesday and Thursday from 11:40 a.m. to 3:30 p.m., and Friday from 11 a.m. to 2 p.m. for a total of 21 hours per week ([II.B.1-95](#)).

Speech and sign language students at Mt. SAC can access specially designed

digital video recording rooms that include flat screen monitors for self-guided practice and skill development. The center has a video relay system (VRS) with special headsets for sign-language interpreters in training as well as finger spelling practice software. Tutors are available by drop-in or appointments. The Speech and Sign Success Center (SSSC) holds over 5,900 tutoring sessions for sign language classes per year and 4,280 tutoring sessions for speech classes ([II.B.1-96](#)). The hours for the center, which are available on printed handouts and on the web, are Monday, Tuesday, and Thursday from 9:30 a.m. to 5 p.m. and Wednesday from 9:30 a.m. to 7 p.m. for a total of 32 hours per week ([II.B.1-97](#)).

One-on-one tutoring services for all subjects are provided by the EOPS/CARE/CalWORKs Tutoring Center specifically for Mt. SAC EOPS students. The EOPS tutoring program serves about 200 students per year. To be part of EOPS, students must show both economic and academic need with placement into basic skills level courses. Eligible students meet with a tutor at least one hour per week for one-to-one assistance in math, English, American language, and learning assistance courses. Drop-in tutoring is also available. This center is open Monday through Thursday from 8 a.m. to 5 p.m. and Friday from 8 a.m. to 4:30 p.m. for a total of 39.5 hours per week ([II.B.1-98](#)).

The TERC opened in spring 2016 with a mission to prepare Career Technical Education (CTE) students to succeed academically by offering activities to address their basic skills needs. The TERC offers basic math, reading, writing,

research methods, and study skills to all students enrolled in CTE programs or courses. Tutors and independent and group study space are also available. Hours are Monday through Thursday from 8 a.m. to 6:30 p.m. for a total of 42 hours per week ([II.B.1-74](#)).

The Adult Basic Education Lab offers assistance to noncredit basic skills students for improvement in reading, writing, and mathematics skills. Special emphasis is placed on skills necessary for the workplace, as well as academic, test, and test preparation skills. Students may attend small group workshops and short-term basic skills courses. One of the instructional delivery methods is by way of computer-aided instruction with available computer applications such as PLATO basic skills program, phonics software, typing software, and high school equivalency software programs ([II.B.1-99](#)).

The Business Division computer lab is a state-of-the-art lab with software required for Business Division courses. The lab has 45 HP 8100 elite PCs with Windows 7 enterprise and 5, 21" iMac computers. Hours for the lab are Monday through Thursday from 8 a.m. to 8 p.m. for a total of 48 hours per week ([II.B.1-100](#), [II.B.1-68](#)).

The Learning Lab is the largest instructional computer lab on campus with 159 computers, course-specific software, scanners, and specialized Disabled Student Services and Program (DSPS) software. Information Technology (IT) personnel are available to assist students with technical issues or problems. The Learning Lab also has limited peer tutoring with faculty liaisons

to monitor technology, assess training needs of students, and provide instruction. Hours for the lab are Monday through Thursday from 7:30 a.m. to 10:30 p.m., Fridays from 7:30 a.m. to 4:30 p.m., and Saturdays from 8 a.m. to 6 p.m. for a total of 78 hours per week ([II.B.1-101](#)).

The High Tech Center is available for students with disabilities and enrolled in credit courses to learn use of adaptive hardware and software to improve access to learning and communicating. The High Tech Center also converts required course materials into alternative media formats so students can more effectively access information ([II.B.1-102](#)). Hours are Monday through Thursday from 9 a.m. to noon, and 1 p.m. to 6 p.m., and Fridays from 9 a.m. to noon for a total of 39 hours per week ([II.B.1-103](#)).

### **Ongoing Instruction is Provided for Users of Library and Learning Support Services**

Ongoing instruction is provided by librarians and learning support staff to keep faculty and staff informed about new technology and resources. Librarians alert faculty and staff about new library resources, changes in services, ways to incorporate library resources into their teaching, and best practices for creating library research assignments. FLEX Day sessions are used to inform and instruct faculty concerning Library and Learning Support resources, services, emerging technologies, online and chat reference implementation and use, and learning support initiatives. Learning support staff provides instruction on topics such as peer tutoring, online tutoring, early student progress reports, and educational technology ([II.B.1-104](#), [II.B.1-105](#), [II.B.1-](#)

[106](#), [II.B.1-107 pg. 5](#), [II.B.1-108](#), [II.B.1-109](#)).

Every spring the Language Learning Center provides technology workshops for faculty and staff, focusing on language teaching faculty. Of those that participated, 100 percent of the respondents in 2014 and 2015 said they learned a useful skill, tool, or strategy, and in 2014 and 2015 over 90 percent responded that they were planning to use what they had learned during the technology workshop ([II.B.1-110](#)).

Extensive learning support is provided to faculty for teaching with technology in all course types and modalities, including traditional face-to-face, hybrid, and 100 percent online courses. The semi-annual eLearning week program offers training session on how to use Moodlerooms and its myriad features such as gradebook, how to make their courses accessible, how to comply with copyright laws, and how to make short videos to engage students. To teach online or hybrid courses, faculty new to teaching online are required to complete mandatory online teaching certification through the Skills and Pedagogy for Online Teaching (SPOT) process. SPOT training is a locally developed, faculty driven, structured course with content that mirrors the @ONE state-wide training program. SPOT is the result of the local Academic Senate's decision to create a mandatory training program for faculty teaching distance learning courses well before this requirement was treated as a standard at the state level ([II.B.1-111](#), [II.B.1-112](#)). Topics include distance learning regulations, course design, interaction and collaboration, assessment, and

learner engagement. Upon successful completion, faculty receive 16 hours of salary advancement credit ([II.B.1-113 pg. 2](#), [II.B.1-114](#), [II.A.5-6](#), [II.B.1-115](#), [II.B.1-116](#)). Ongoing support is available through the Online Learning Support Center (OLSC) instructional designer and faculty coordinators. Additional learning opportunities to enhance distance learning expertise are provided through Professional and Organizational Development ([II.B.1-117](#)). In addition to the eLearning Week, training sessions on distance learning regulations, courses, and issues were offered to department chairs, deans, and associate deans.

The OLSC offered a mock accreditation review for distance learning (DL) in the spring 2014 where faculty were invited to submit current DL courses to be reviewed by experienced faculty and administrators who had recently been through accreditation. The purpose of the mock review was to determine the extent to which the courses met accreditation guidelines and to raise faculty awareness of the resources to help them demonstrate their DL courses' compliance with regulations. Seventeen courses were reviewed, and individual feedback was returned to each participating faculty who were encouraged to contact DL faculty coordinators for assistance in course improvement. A summary of this mock review was published on the College's website ([II.B.1-118](#)). An informational session about the findings was presented to the Business Division, the division that offers the majority of the College's DL courses. To continue to ensure improvement of DL courses, the OLSC team set up a personalized, non-evaluative course review program

throughout the summer weeks and invited all faculty teaching distance learning courses to participate. These faculty would receive individual, private feedback and direct assistance to strengthen their courses. The OLSC team includes the instructional designer and two faculty coordinators and a librarian to provide direct feedback and assistance. To continue strengthening DL courses, in summer 2016, the OLSC team conducted a Pre-Flight Check for Accreditation in which 38 faculty with 50 unique courses participated. This non-evaluative, volunteer review is based on a rubric and it yielded useful feedback to participating faculty on areas of strength and areas for improvement ([II.B.2-22](#)).

A checklist for DL regulations regarding regular and effective contact and accessibility is sent to all DL faculty in addition to website access. A survey on DL regulations and current practices was sent to DL faculty multiple times with contact information for help needed to bring courses to compliance ([II.B.1-119](#)).

Cultural awareness for library staff and faculty was supported by hosting and inviting students and staff to share insights at library staff meetings. The goal of the visits was to learn more about the specific student needs as it related to library services. The library was visited by Arise, a community of Asian American and Pacific Islander students, the Dream Center, a support group for undocumented students, and Disabled Student Programs and Services, specifically focusing on students who are deaf or hard of hearing ([II.B.1-120](#), [II.B.1-121](#)).

### **Analysis and Evaluation**

The library and other learning support services at Mt. San Antonio College (Mt. SAC) provide students and employees with many opportunities to support their learning and achievement. The College demonstrated examples of how it evaluates the quantity and quality of those services and how they are sufficient for the needs of its consumers. Mt. SAC invests extensive resources and efforts on student-oriented learning services with complementary on-campus and online options to equally support traditional and distance learning students.

The College's continuous quality improvement demonstrates its ongoing support of student achievement and learning within many areas including the library and other support services. To ensure that the services provided are sustained and substantial, the College uses many methods to evaluate the need for, quality of, and impact of its services. Evidence demonstrates that the College conducts in-depth discussion of major aspects of the library and learning support services. Based on the narrative for II.B.1 and II.B.4, the College meets Accrediting Commission for Community and Junior Colleges ACCJC Eligibility Requirement 17.

### **Accomplishments and Outcomes**

- The College's mega electronic repository of articles including peer-reviewed journals is accessible online from anywhere.
- The database is evaluated for curricular alignment and updated as needed.
- Students have access to support services on campus to provide easy access to tutoring, library collections,

information competency instruction, computers, software, printing services, and are open day, evening, and week-end hours.

- Research and evaluation techniques are highly used to evaluate these services and to use the findings for improvement directions.
- Program Review (Planning for Institutional Effectiveness - PIE) is used to coalesce this information and provide a holistic review of student achievement and learning.

- Ongoing instruction is provided by librarians and learning support staff to keep faculty and staff informed about new technology and resources.
- The Online Learning Support Center (OLSC) offered a Mock Accreditation Review for Distance Learning in the spring 2014 to determine the extent to which the College's courses met accreditation guidelines and to raise faculty awareness of the resources to help them demonstrate their distance learning courses' compliance with regulations.

### List of Evidence

|           |  |
|-----------|--|
| I.B.2-22  | <a href="#">Pre-Flight Check for Accreditation</a>   |
| II.A.5-6  | <a href="#">Skills and Pedagogy for Online Teaching</a>  |
| II.B.1-1  | <a href="#">Distance Learning Courses Link to Library</a> pg. 6                                      |
| II.B.1-2  | <a href="#">Evening Workshops PIE Excerpts, 2014-15</a>  |
| II.B.1-3  | <a href="#">Adjunct Support for Student Equity, 2015-16</a>  |
| II.B.1-4  | <a href="#">College Catalog Narrative Faculty Minutes 10-21-2015</a>                                 |
| II.B.1-5  | <a href="#">Library Entry in College Catalog</a>   |
| II.B.1-6  | <a href="#">BP 4040 Library Services</a>   |
| II.B.1-7  | <a href="#">Academic Senate</a>  |
| II.B.1-8  | <a href="#">Academic Senate Resolution Supporting Librarians and Library Facilities</a>              |
| II.B.1-9  | <a href="#">Library Advisory Meeting 2015</a>  |
| II.B.1-10 | <a href="#">Library Advisory Meeting 2016</a>  |
| II.B.1-11 | <a href="#">Library Gate Count</a>   |
| II.B.1-12 | <a href="#">Distance Learning Skills and Pedagogy for Online Teaching (SPOT) Certification Tasks</a> |
| II.B.1-13 | <a href="#">Library Hours on Library Webpage</a>   |
| II.B.1-14 | <a href="#">Statistics for All Extended Hours</a>  |
| II.B.1-15 | <a href="#">AP 4040 Library and Other Instructional Support Services</a>                             |
| II.B.1-16 | <a href="#">AP 3450 Accessibility of Audiovisual Media-Captioning</a>                                |
| II.B.1-17 | <a href="#">DSPS Faculty Minutes 11-4-2015</a>   |
| II.B.1-18 | <a href="#">WMS Discovery Tool</a>   |
| II.B.1-19 | <a href="#">Library Access Moodlerooms</a>   |
| II.B.1-20 | <a href="#">Online Databases</a>   |
| II.B.1-21 | <a href="#">Database List</a>  |
| II.B.1-22 | <a href="#">General Collection - Count</a>   |
| II.B.1-23 | <a href="#">All Collections - Count</a>  |
| II.B.1-24 | <a href="#">eBook Count</a>  |
| II.B.1-25 | <a href="#">eBook Access</a>   |
| II.B.1-26 | <a href="#">Cal Poly Mutual Lending Agreement</a>  |
| II.B.1-27 | <a href="#">IEALC Meeting Minutes 11-10-2015</a>   |
| II.B.1-28 | <a href="#">IEALC Report 11-10-2015</a>  |

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|-----------|--|
| II.B.1-29 | <a href="#">WMS-Worldwide Libraries</a>  |
| II.B.1-30 | <a href="#">Circulation Data 2015</a>  |
| II.B.1-31 | <a href="#">Collection Development Policy</a>  |
| II.B.1-32 | <a href="#">Collection Development Policy Guidelines on Electronic Resources</a> pg. 5-6, 8-11 |
| II.B.1-33 | <a href="#">Collection Development Faculty Minutes 10-21-2015</a>                              |
| II.B.1-34 | <a href="#">Liaison Assignments by Department</a>  |
| II.B.1-35 | <a href="#">Weeding Project Faculty Minutes 2-3-2016</a>                                       |
| II.B.1-36 | <a href="#">Collection Development &amp; Curriculum Department Meeting 5-4-2016</a>            |
| II.B.1-37 | <a href="#">Curriculum Approval and Collection Development</a>                                 |
| II.B.1-38 | <a href="#">Developing Topics Lesson Plan</a>  |
| II.B.1-39 | <a href="#">Lab Reports Flyer</a>  |
| II.B.1-40 | <a href="#">How to Sign up for a Library Workshop</a>  |
| II.B.1-41 | <a href="#">Library Online Registration</a>  |
| II.B.1-42 | <a href="#">Library Workshop Schedules 2014-16</a>   |
| II.B.1-43 | <a href="#">Interession Workshop Scheduling Pattern</a>  |
| II.B.1-44 | <a href="#">Winter 2015 Library Workshop Scheduling Rationale</a>                              |
| II.B.1-45 | <a href="#">Library Workshop Total Attendance 2015</a>   |
| II.B.1-46 | <a href="#">Library Workshop Attendance by Reason Code 2015</a>                                |
| II.B.1-47 | <a href="#">Workshop Cancellation Policy Curriculum Meeting Minutes</a>                        |
| II.B.1-48 | <a href="#">Online Workshops Beta Tests Spring 2016</a>  |
| II.B.1-49 | <a href="#">Library Welcome Tour Assessment</a>  |
| II.B.1-50 | <a href="#">LIBR 1A Course Outline of Record</a>   |
| II.B.1-51 | <a href="#">LIBR 1 Course Outline of Record</a>  |
| II.B.1-52 | <a href="#">Credit Courses Faculty Minutes 10-7-2015</a>                                       |
| II.B.1-53 | <a href="#">Curriculum Review Department Meeting 5-18-2016</a>                                 |
| II.B.1-54 | <a href="#">LIBR Course Cancellation Rate</a>  |
| II.B.1-55 | <a href="#">Reference Services October 2015</a>  |
| II.B.1-56 | <a href="#">Digital Reference Pilot Rationale 2015</a>   |
| II.B.1-57 | <a href="#">QuestionPoint PIE Excerpt 2014-15</a>  |
| II.B.1-58 | <a href="#">Online Handout for Database Access</a>   |
| II.B.1-59 | <a href="#">Library Web Page Access to Database Access Handout</a>                             |
| II.B.1-60 | <a href="#">LibGuides: Online Research Help</a>  |
| II.B.1-61 | <a href="#">Annual Library Survey for 2014-15</a>  |
| II.B.1-62 | <a href="#">Dedicated Group Study and Workshop Reservations Video</a>                          |
| II.B.1-63 | <a href="#">Online Group Study Room Booking Statistics 2015</a>                                |
| II.B.1-64 | <a href="#">Group Study Faculty Minutes 9-2-2015</a>   |
| II.B.1-65 | <a href="#">Equipment Planning 9-11-2015 Library PIE 2015</a>                                  |
| II.B.1-66 | <a href="#">Librarian's Printing Guide</a>   |
| II.B.1-67 | <a href="#">Printing and Copying Services</a>  |
| II.B.1-68 | <a href="#">Computer Lab Software Programs</a>   |
| II.B.1-69 | <a href="#">NetTutor Fall 2015 Live Tutoring Schedule</a>                                      |
| II.B.1-70 | <a href="#">Online Math and Science Tutoring Access</a>  |
| II.B.1-71 | <a href="#">Online English Tutoring</a>  |
| II.B.1-72 | <a href="#">Tutoring Centers Brochure February 2016</a>  |
| II.B.1-73 | <a href="#">Computer Lab Brochure 2016</a>   |
| II.B.1-74 | <a href="#">Tech Ed Resource Center Web Page</a>   |
| II.B.1-75 | <a href="#">Introduction to Tutoring: TUTOR 10A</a>  |
| II.B.1-76 | <a href="#">Tutoring in the English Language: TUTOR 10B</a>                                    |

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| II.B.1-77  | <a href="#">Tutoring as a Supplemental Instructor: TUTR 10C</a>                                 |
| II.B.1-78  | <a href="#">Tutoring in Mathematics: TUTR 10D</a>   |
| II.B.1-79  | <a href="#">Tutoring in Reading: TUTR 10R</a>   |
| II.B.1-80  | <a href="#">Online Tutoring Transcript 2013</a>   |
| II.B.1-81  | <a href="#">Writing Center Attendance</a>   |
| II.B.1-82  | <a href="#">Writing Center Online Tutoring Web Page</a>   |
| II.B.1-83  | <a href="#">Writing Center Brochure with Hours</a>  |
| II.B.1-84  | <a href="#">Writing Center Tutoring Attendance Data Spring 2015</a>                             |
| II.B.1-85  | <a href="#">Writing Center Online Tutoring Appointment Statistics</a>                           |
| II.B.1-86  | <a href="#">WIN Program Web Page</a>  |
| II.B.1-87  | <a href="#">Learning Support Lab Enrollment Trend</a>   |
| II.B.1-88  | <a href="#">MARC &amp; TMARC Circulation Statistics 2015-16</a>                                 |
| II.B.1-89  | <a href="#">MARC and TMARC Information Flyer for Spring and Fall Hours</a>                      |
| II.B.1-90  | <a href="#">MARC and TMARC Information Flyer for Summer and Winter Hours</a>                    |
| II.B.1-91  | <a href="#">Tutoring Center CRLA Re-certification Narrative 2013</a>                            |
| II.B.1-92  | <a href="#">Online Tutoring Usage Data Summary 2013-14</a>                                      |
| II.B.1-93  | <a href="#">Tutorial Services Hours</a>   |
| II.B.1-94  | <a href="#">Language Learning Center Hours</a>  |
| II.B.1-95  | <a href="#">ESL Tutoring Hours on Language Learning Lab Web Page</a>                            |
| II.B.1-96  | <a href="#">SSSC 2014-15 Data</a>   |
| II.B.1-97  | <a href="#">Speech &amp; Sign Success Center Hours on Web</a>                                   |
| II.B.1-98  | <a href="#">EOPS/CARE/CalWORKs Tutoring Brochure with Service Hours</a>                         |
| II.B.1-99  | <a href="#">ABE Student Guide</a>   |
| II.B.1-100 | <a href="#">Business Computer Lab Web Page</a>  |
| II.B.1-101 | <a href="#">LAC Learning Lab Web Page</a>   |
| II.B.1-102 | <a href="#">Computer Lab with Software for Students with Disabilities</a>                       |
| II.B.1-103 | <a href="#">Accessible Technology Center Web Page</a>   |
| II.B.1-104 | <a href="#">Presentation on Rich Media at the Library 2014</a>                                  |
| II.B.1-105 | <a href="#">Library Discovery Exchange Session Handout</a>                                      |
| II.B.1-106 | <a href="#">New Faculty Seminar Library Session 2015</a>  |
| II.B.1-107 | <a href="#">FLEX Day Presentation by LAC on Tutoring Fall 2013</a> pg. 5                        |
| II.B.1-108 | <a href="#">Online Tutoring Q&amp;A Sessions 2015</a>   |
| II.B.1-109 | <a href="#">Faculty Westlaw Training 2016</a>   |
| II.B.1-110 | <a href="#">Language Learning Lab Tech Week Survey Results 2014</a>                             |
| II.B.1-111 | <a href="#">Pedagogy for Online Teaching (SPOT) - Changes</a>                                   |
| II.B.1-112 | <a href="#">Distance Learning Skills and Pedagogy for Online Teaching (SPOT) Registration</a>   |
| II.B.1-113 | <a href="#">AP 4105 Distance Learning (SPOT)</a> pg. 2  |
| II.B.1-114 | <a href="#">Distance Learning Orientation to Skills and Pedagogy for Online Teaching (SPOT)</a> |
| II.B.1-115 | <a href="#">Moodlerooms Training</a>  |
| II.B.1-116 | <a href="#">Skills and Pedagogy for Online Teaching (SPOT) Certified Faculty List</a>           |
| II.B.1-117 | <a href="#">OLSC Training Opportunities</a>   |
| II.B.1-118 | <a href="#">Mock Review Report</a>  |
| II.B.1-119 | <a href="#">Distance Learning - What Faculty Should Know Chart</a>                              |
| II.B.1-120 | <a href="#">Cultural Awareness Faculty Minutes 10-7-2015</a>                                    |
| II.B.1-121 | <a href="#">Cultural Awareness Library PIE Excerpt 2015-16</a>                                  |

## II.B.2.

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

### Evidence of Meeting the Standard

#### The College Selects and Maintains Library Equipment and Materials to Support Student Learning

The Mt. San Antonio College (Mt. SAC) Library takes recommendations from the librarians and other faculty on its educational equipment and materials purchases. During the Planning for Institutional Effectiveness (PIE) process, numerous techniques are used to gather this input: faculty and staff department meetings, survey input from all employees, individual recommendations, ongoing discussions at division meetings, and input from the annual Library and Learning Resources Division PIE planning retreat held each January ([II.B.2-1](#)).

In order to better improve the communications with students about just-in-time curricular issues, a 90-inch digital display was added to the library entry to inform students about library resources and services as well as campus wide information. A small study to find out if students were looking at the information was done. The data indicated that students would look at the display if waiting in the entry. Additional data collection and analysis is necessary to determine if the digital kiosk

continues to be an information resource for the students. Student group study rooms were equipped with new NEC 42-inch LCD monitors during 2014-15, and security locks and cables were purchased and installed in 2015-16. A previously underutilized meeting room was transformed into a learning assistance classroom, and a new printer was purchased and installed to support student learning activities.

At a division planning retreat discussion session, it was noted that during busy periods when computers are in high demand students had to wait to enroll in a library workshop, book a group study room, or consult the library catalog. It was suggested that a dedicated workstation should be available to students at the reference desk to perform those tasks. A dedicated computer was installed and, anecdotally, the dedicated self-service computer is regularly used ([II.B.1-65 pg. 8](#)).

On a larger scale, the library is focused on improving access to its repositories. As such, it continues to maintain an extensive online database of journals, videos, and other publications that assist students and faculty in the learning process. This database is regularly reviewed by faculty and suggestions for improvements are evaluated and changes implemented. Students and employees can access this database from on or off campus via their portal. When students are in the library and in the myriad of learning support services across campus, they are using equipment that allows them to complete their course work in the most expedient

manner possible using the equipment recommended by faculty.

### **The College Selects and Maintains Learning Support Equipment and Materials to Support Student Learning**

Learning support areas at Mt. SAC have regular prioritization processes for selecting appropriate equipment, gathering quotes, and purchasing, all under faculty directions for its ultimate use. Broader feedback is also secured. Advisory group meetings, department meetings, and planning documents all demonstrate thoughtful collaborative selection of software and equipment to support student learning for various student populations and needs. All of the centers have computers and software specific to the disciplines supported ([II.B.2-2 pg. 9-12](#)).

The College is piloting a new learning management system, Canvas, to replace its Moodlerooms system. Broad input from faculty and students informed the College's decision to adopt Canvas. Canvas is used by the California Community College Chancellor's Office and it would be beneficial for the College to use it too, but the impact of that change is being strategically evaluated to determine how it would impact student achievement and learning and how it would align with the College's mission ([II.B.2-3](#)).

### **The College Selects and Maintains Library Equipment and Materials to Support the College Mission**

The shared governance process is followed extensively at this College. In that vein, the College's mission focuses strongly on supporting all students in

achieving their educational goals in an environment of academic excellence. The evaluative processes that the College has in place ensure its educational equipment is maintained and aligns with the College's mission. Striving for excellence in its equipment allows for students to be focused on their academics and less focused on securing the right equipment. The Library and Learning Resources PIE indicates clear alignment with the College's mission.

### **Analysis and Evaluation**

The library and other learning support services provides faculty (including librarians) the means to ensure that the best equipment and materials are available for the education of the students. Numerous processes are in place to evaluate the equipment and material and are used to improve upon each. The strong mission of the College is supported through this process as the end goal is to improve student achievement and learning.

### **Accomplishments and Outcomes**

- The College has many opportunities for faculty to provide input on the equipment and materials being used for and by students for their curricular needs.
- When students are in the Library and in the myriad of learning support services across campus, they are using equipment that allows them to complete their course work in the most expedient manner possible using the equipment recommended by faculty.
- The College's robust processes for evaluating and improving its equipment and resources is evident by

the many high-level opportunities students and faculty have to use this equipment for their curricular needs.

- The evaluative processes that the College has to ensure its educational

equipment is maintained aligns with the College’s mission statement for excellence.

**List of Evidence**

|           |   |
|-----------|---|
| II.B.1-65 | <a href="#">Equipment Planning 9-11-2015 Library PIE 2015</a> pg. 8   |
| II.B.2-1  | <a href="#">Library PIE Retreat</a>                                   |
| II.B.2-2  | <a href="#">Equipment Planning, LAC Services PIE 2014-15</a> pg. 9-12 |
| II.B.2-3  | <a href="#">Canvas Adoption Research and Process</a>                  |

### II.B.3.

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

#### Evidence of Meeting the Standard

##### Library and Other Learning Support Services Evaluates Its Meeting of Students' Needs

Mt. San Antonio College (Mt. SAC) student Library and Learning Resources Center (LLRC) input is gathered through multiple surveys each year to discover the quality of programs from students' points of view. Comment cards are also available for students to submit feedback throughout the year ([II.B.3-1](#)). Students consistently cite a high level of satisfaction for tutoring, the library, and support programs at Mt. SAC ([II.B.3-2](#)).

The Smart Searching, Smart Snacking workshop was developed to increase access to evening information competency workshops. It was surmised that students coming from work for an evening course would only be able to attend a workshop between the end of work and the start of the evening class. The concern that students might not have time to eat before class and after work prompted the Smart Searching, Smart Snacking workshop. Over 90 percent of the 123 respondents said the healthy snacks enabled them to focus on learning

and not on their hunger; 91 percent said they would have attended the library workshops without the snacks. While the snacks were appreciated, the student response that they would attend early evening workshops confirmed student interest in early evening workshops and the attendance data helped guide evening workshop scheduling so the Library routinely offers workshops during the 5 p.m. to 6:15 p.m. time slot for evening students ([II.B.3-3](#)).

In order to schedule workshops that meet the needs of students during the fall and spring semesters, attendance patterns are analyzed. The 2016 analysis indicated that demand begins at week five, peaks during weeks 11 through 13, and tapers off during weeks 14 and 15. Workshops with an attendance of four or fewer were shifted to high-demand weeks and foundational workshops Finding and Evaluating Books, Finding and Evaluating Articles, and Developing Research Topics were evenly distributed each week with rotating meeting times to provide ample enrollment opportunities. During winter and summer intersessions, workshop schedules coincide with the ending times of the feeder courses (English 1A and Speech 1A) to encourage students to transition from class to workshops. Topics are rotated following a pattern that allows students to take all three core workshops regardless of when they start the cycle ([II.B.1-43](#)).

Focus groups were held in 2013 to learn about the students and their learning needs. WIN (the center for athletes) students indicated the need for more space, more tutors, and more hours for

WIN operations. WIN students expressed their satisfaction with the WIN program and appreciated the services. Based on the focus group outcomes, some of the students report a positive attitude about studying as a result of the WIN program, and many of the students have been able to keep a high enough grade-point average to maintain their sports eligibility ([II.B.3-4](#)). Focus groups to assess the Summer Boot Camp program to prepare athletes for fall enrollment were completed during 2015-16. During the discussion, students repeatedly mentioned coaches and counselors in their comments. They thought the boot camp experience was positive and suggested changes such as advertising the value of the boot camp and how it contributes to student success to others, helping students feel comfortable about asking questions, and increasing student awareness about services ([II.B.3-5](#)). WIN retention and success data shows that students participating in the WIN program have a 93-97 percent retention rate compared to 86-93 percent retention rate for those who do not participate in WIN ([II.B.3-6](#)).

Qualitative Learning Lab student input concerning preferred technology and software is obtained by surveying student needs ([II.B.3-7](#)). There were some 700 suggestions on their software needs. This information was used to evaluate the current software and to suggest future software for the lab.

### **Library and other Learning Support Services Use Evaluation of Student Learning Outcomes**

Each January, the LLR Division, which includes the Library and Learning

Assistance Departments and the Online Learning Support Center, hosts an award-winning retreat focusing on outcomes, assessment, and use of results. Research and Institutional Effectiveness (RIE) staff are invited to the retreat so they can provide research guidance and suggestions. Along with planned learning activities that are developed to help prepare for the upcoming year's outcome and assessment work, volunteers and members of the planning committee are asked to share outcomes goals, assessment successes, how data was used, and plans for using data ([II.B.3-8](#), [II.B.3-9](#), [II.B.3-10](#), [II.B.3-11](#)).

In response to student comments gathered during extended finals hours requesting additional library hours throughout the semester and student equity planning analysis that highlighted the need for additional access to computers and reserve textbooks on weekends, the library is open on Sundays from 1 p.m. to 9:30 p.m. during the spring and fall semesters ([II.B.3-1](#), [II.B.3-12](#)). The added hours support student learning by ensuring students have equitable access to computers, quiet study space, textbooks held in the reserve collection, and librarians for research assistance. Opening on Sundays maximizes limited physical library space by allowing students to use the library during times the resources were previously unavailable ([II.B.3-13](#)). A librarian, library technician, and Information Technology (IT) technician are available all of the hours the library is open on Sunday ([II.B.1-3](#)). A qualitative study of student responses revealed the following themes: general appreciation for the hours, positive response to staff and services, affirmation

that the hours were necessary and convenient, perception that students were productive and accomplished tasks, and appreciation for the quiet and peaceful environment. Themes for improvement included the need to improve facilities and technology, requests for coffee and snacks, and to open earlier ([II.B.3-14](#)). The overall average attendance for the entire day was 105 students. The highest average attendance per hour was 143 students at 5:30 p.m. with a peak of 187 students in the building at 5:30 p.m. The combined attendance data and the student comments support continued Sunday hours. Student comments also uncovered some facility and technology issues that will be included in the department work plan for the upcoming year.

Information competency workshops are an essential part of the information competency instruction curriculum available to students at Mt. SAC. To assure that the content is valid and relevant, surveys were completed by 354 students in 2015 asking what they had learned and what concepts were still unclear. A theme that emerged was students felt they had learned how to search and find books and articles. They also commented they had learned about scholarly journals and peer-reviewed articles. When asked what was unclear, the students overwhelmingly responded nothing; however, to address student concerns and improve instruction, the words nothing and none were removed and only text that identified a concern was retained. The text was re-analyzed and the remaining 78 responses indicated difficulty with the details of the concepts they felt they had learned such as

identifying scholarly journals and peer-reviewed articles, finding specific items or pieces of information, and formulating citations. Student self-identified weaknesses will be mapped to the curriculum in order to develop learning opportunities to address the gaps in student understanding.

The library staff determined that a meeting with Research and Institutional Effectiveness (RIE) would ensure valid assessment of the workshop. The meeting agenda included a discussion about mapping the measurable objectives with the draft evaluation rubric, sufficient sample size, and data collection procedures. With direction from RIE, samples from Finding and Evaluating Articles workshops were assessed using the rubric. When the assessment was complete, RIE was consulted to ensure that the research process was sound ([II.B.3-15](#), [II.B.3-16](#), [II.B.3-17](#)). During the department workshop review process, workshops were modified and changed slightly ([II.B.3-18](#)). A second assessment cycle of the workshop began during the spring 2016 semester using the original rubric. After the first norming cycle held during the quarterly outcomes meetings and subsequent faculty meetings, the librarians opted for a yes/no/no attempt rubric. The norming process, assessment, use of results, and decisions and next steps were completed during summer 2016 ([II.B.3-19](#), [II.B.3-20](#), [II.B.3-21](#)).

Starting Your Research workshops taught by librarians and hosted by the Writing Center were assessed in 2012 to determine how well students achieved the objectives of the workshops. Of the 316 students assessed, 90 percent wrote

a sufficiently narrow research question with two or three key concepts in their question, 87 percent obtained results related to their topic and identified the main concepts in their research statement, 91 percent wrote a search statement that combined at least two of their identified items and applied it to their research statement, and 73 percent named an article that came from an article database. The goals were met so the workshops continue to be offered in all semesters and intersessions with an upcoming assessment cycle and content review in 2016-17 ([II.B.3-22](#)).

As the online workshops are being developed, outcomes and methods of assessment are also being planned ([II.B.3-23](#)).

Student learning outcomes (SLOs) for the library three-credit course, LIBR 1 Information Resources and Research Methods, and the one-credit course, LIBR 1A Introduction to Library Research, are assessed on a regular cycle. During August 2015, the librarians met to determine the next cycle for SLO assessment. The citation SLO assessing a student's ability to prepare accurate citations for various sources was assessed in 2015 and the criterion was met. Citation formulation is a key library skill and was retained as written, however, the librarians agreed to change from a summative to a formative assessment method. The plan is to assess at the midpoint of the class to find out if the outcome is met at that time. If accurate standard citations can be prepared by students earlier in the course, a second, more complex citation can be added to the instructional plan. The evaluation SLO assessing a student's

ability to evaluate the reliability of information resources was assessed and the outcome was also met. The goal was revised to increase the success criteria from 75 percent to 80 percent of the students meeting the goal criterion. Additionally, the criteria were discussed and normed to ensure inter-evaluator consistency. The next assessment period will begin spring 2016 ([II.B.3-24](#), [II.B.3-25](#), [II.B.3-26](#)).

As part of a linked course program, LIBR 1A was taken concurrently with ENGL 1A, Freshman Composition. Data suggested that 55.4 percent of students in the program completed the sequence of the courses compared to 28.3 percent of their peers not in the linked program who did not complete Freshman Composition. The two influencing factors were the cohort experience and enrollment in LIBR 1A ([II.B.3-27](#)). The linked course sequencing was discontinued with LIBR 1A because scheduling constraints made it difficult for students to enroll in both courses simultaneously.

Mt. SAC Learning Support Services assesses services and establishes evidence that contributes to SLOs and use the results of those outcomes as the basis for improvement. Program staff gather evidence from students concerning an array of services such as the importance of testing services for students, the quality of tutoring services and supplemental instruction programs, the satisfaction of students' access to technology, and responses and opinions concerning instruction. Tutorial services outcomes resulted in recommendations such as requiring English tutors to complete pre- and post-tests as part of

their tutor training, expanding the Supplemental Instruction Program, focusing on instructional content related to sentence boundary errors, and implementing policies and procedures to decrease wait time for tutoring services.

The Writing Center met multiple outcome goals ranging from students acknowledging and identifying specific writing skills they gained after meeting with a tutor, placing into a higher-level English course after completing the Assessment of Written English workshop, and gaining confidence as a writer ([II.B.3-28](#), [II.B.3-29](#)). Over 90 percent of students using the Writing Center responded positively to the tutors and tutoring experience with requests to provide more tutors ([II.B.3-30](#)). In a Modern Language Association workshop survey, 100 percent of the survey respondents in 2014 and 2015 either agreed or strongly agreed that the information they received in the workshop would help them in their writing class, 96 percent of the students agreed or strongly agreed the workshop made them a more confident writer, and 70 percent of the students answered all the quiz questions correctly after the workshop ([II.B.3-31](#)).

A Directed Learning Activity (DLA) is a set of exercises a student completes in order to improve a specific writing skill. When DLAs are complete, students meet with a Writing Center tutor to review the learning activities. During spring 2015, 96 percent of the students strongly agreed or agreed that they clearly understood the concept reviewed in the DLA, and 96 percent felt that what they learned from the DLA and the follow-up tutoring session would be useful to their writing.

This indirect evidence of outcomes assessment supports keeping the DLA in progress ([II.B.3-32](#)).

Another indirect measure of learning can be found with the students using the Learning Assistance Center. Some 99.56 percent were either satisfied or extremely satisfied in the service they received. Ratings points ranged from friendliness of the staff to availability of a technical assistant or tutorial assistance to registration processes ([II.B.3-33](#)). The Satisfaction Survey is not done annually for each area in the Learning Assistance Center because the satisfaction ratings are consistently high. Instead, the survey is rotated throughout the center to ensure that all areas are evaluated. In 2016, tutorial services students were surveyed. The 2016 survey revealed that 100 percent of the respondents strongly agreed or agreed that tutors listened to their concerns and would recommend tutoring to other students. All of the other survey questions received a combined rating of 94 percent or above for the rating of strongly agree and agreed ([II.B.3-34](#)). Additionally, past input on the tutoring experience helps gauge how students are reflecting on their learning experience ([II.B.3-35](#)).

The College has numerous examples of measuring the impact on student learning by its support services. In particular, it extensively examines the course success rates of students who take tutoring versus those that do not. Examples of this work follow:

- The Writing Center has established evidence showing the benefit of participating in tutoring, especially for students in pre-collegiate level

- composition. There was also a benefit for those repeating courses. Repeating English 67 student's success rate was 60 percent while the success rate of those not receiving tutoring was only 44 percent ([II.B.3-36](#)).
- Students who are tutored in the Writing Center persist and enroll in the next course in a sequence at higher rates than students who do not get tutored. For instance, 18 percent of an original cohort who started in English 67 in fall 2014 and who attended tutoring for 90 minutes or more per semester were enrolled in English 1A in spring 2015, while this was true for only 11 percent of the non-tutored group. Moreover, in the last five years, success rates for students who attend 90 minutes or more of tutoring in pre-collegiate level English courses are consistently 12 to 16 percent above the overall average for the course. Continued investigation is warranted to determine if tutored and non-tutored populations are comparable ([II.B.3-37](#), [II.B.3-38 pg. 7-8](#), [II.B.3-39](#)).
  - Students participating in online writing tutoring, ranging from American Language (ESL writing) to honors critical-thinking courses, have an overall success rate of 85 percent in their classes. English 67, Writing Fundamentals, student success rate after online tutoring was 91.7 percent and English 68, Preparation for College Writing, was 87.1 percent. In comparison, students who did not attend a tutoring session had an overall success rate of 65.8 percent with a success rate of 62.4 percent in English 67 and 63.4 percent in English 68 ([II.B.3-40](#), [II.B.3-41](#)).
  - Students served by the MARC and T-MARC were retained at 86.71 percent compared to 79.91 percent for non-MARC and T-MARC users, and 95.31 percent were satisfied to very satisfied with the tutoring. Data show that students in math courses, even those repeating a basic skills math class, benefit greatly from tutoring as the success rate for those tutored was 52 percent for Math 50 Pre-Algebra while the success rate for those not tutored was 46 percent ([II.B.3-36](#)). Overall, students who were repeating MATH 50/51 and received at least 90 minutes of tutoring had a success rate of 50 percent whereas non-tutored repeating students had a success rate of 35 percent. Tutored students were 6 percent more likely to enroll in MATH 50 and 12 percent more likely to enroll in MATH 51. ([II.B.3-37](#), [II.B.3-39](#), [II.B.3-42](#)).
  - During 2012-13, 83 percent of students who attended over six hours of supplemental instruction sessions were successful in their courses compared to an average overall success rate of 73 percent, and students repeating a basic skills class were 14 percent more likely to pass if they participated in tutoring. During 2013-14, tutored students were 14 percent more likely to enroll in the next or higher course in English, 12 percent more likely to enroll in elementary algebra, and 6 percent more likely to enroll in pre-algebra. Assessment results for 2014-15 showed that 47 percent of students repeating a basic skills class in math or English were consistently more successful if they seek tutoring, and 9 percent to 18 percent of students who participated in six hours or more of tutoring were

more likely to be successful ([II.B.3-43](#)). Use of data resulted in changes that ranged from improving tutor training and preparation to continued assessment of success rates of tutored students to determine ongoing gains to continue tutoring efforts for basic skills students ([II.B.3-37](#)).

- After taking TUTOR 10A, 94 percent of the students were able to identify effective tutoring strategies. Tutoring courses are scheduled to ensure that tutors have the training needed for excellent service and additional instructional meetings for tutors are arranged to address individual tutoring development. The TUTOR course series is an important part of tutor preparation ([II.B.3-44](#), [II.B.3-37](#), [II.B.1-75](#), [II.B.1-76](#), [II.B.1-77](#), [II.B.1-78](#)).
- Student use of the Speech and Sign Success Center contributes to student success in speech and sign courses. In general, 87.1 percent of tutored students enrolled in sign classes and 87.7 percent of tutored students enrolled in speech classes passed the class in comparison to an 80.4 percent pass rate for those students not visiting a tutor. Tutoring in this instance contributed to students successfully completing a speech or sign class ([II.B.3-45](#)).
- The EOPS program had 16 percent increase in tutoring hours from fall 2013 to fall 2015, and a 26 percent increase in tutoring hours from spring 2014 to spring 2016. The course success rate for tutored students was 81 percent ([II.B.3-46](#)).
- WIN student athletes continue to demonstrate high course success and retention. For fall 2015, the WIN had a 93 percent retention rate, 76 percent

course success rate, and a mean GPA of 2.66. For winter 2016, the WIN had a 97 percent retention rate, 90 percent course success rate, and a mean GPA of 3.09 ([II.B.3-47](#)).

### **Library and Other Learning Support Services Use Results for Improvement**

In addition to using standard selection tools and consultation with discipline experts to ensure a high-quality collection, the library assesses unique purchases such as audiobooks. A survey asking how students felt about the audiobook was inserted in the audio book package. The surveys are collected and replaced with a new survey when the item is returned. This project is currently underway, will be completed at the end of spring 2016, and survey information will be augmented with circulation statistics ([II.B.3-48](#), [II.B.3-49](#)).

A pilot for extended hours during finals was completed during fall 2014. During those hours, there were up to 220 students in the library at one time. Data was gathered from two sources: attendance counts and written student comments captured on five easels located throughout the library. Attendance data was taken only during the extra hours the library was open. The qualitative and quantitative data not only supported the extended hours, but also indicated that additional hours should be added to the extended hours. During spring and fall 2015 extended hours were offered during finals with additional hours and added services such as therapy animals, coloring sheets for relaxation, and healthy snacks provided by the Associated Students (AS). The library, in collaboration with AS and with the support of the Library Advisory

Committee, continues to offer extended hours during finals as part of the regular library schedule ([II.B.3-50 pg. 12](#), [II.B.3-51](#), [II.B.3-52](#), [II.B.3-53 pg. 2](#)). In short, the library was full of appreciative students.

A year-long QuestionPoint pilot ended during fall 2015, with the librarians voting to continue the service. Baseline statistics indicated that there were 711 chat sessions from November 2014 to September 2015 with an average of 65 questions per month by either chat, the Qwidget, or email interactions ([II.B.3-54](#)). From January to April 2016, a total of 281 chat sessions were requested. A student survey revealed that 87 percent felt that the service was easy to use, 89 percent were satisfied with the librarian's assistance, and 93 percent thought that the service should be continued ([II.B.3-55](#)).

Students have access to online audio, video, and websites to assist their language learning classes and are regularly surveyed for feedback on LLC services ([II.B.3-56](#), [II.B.3-57](#), [II.B.3-58](#)). Faculty feedback is also gathered to ensure that the services meet their instructional needs ([II.B.3-59](#)). The Language Learning Center assessed student satisfaction in 2013 with a goal that 80 percent of the students were satisfied with materials in the lab. While the goal was met, open-ended questions prompted the center to improve older language collections and upgrade the software ([II.B.3-60](#)). Assessment of the relationship between course success for students that attend the language lab indicated that passing students averaged

11.98 hours of tutoring whereas students who did not pass had an average of 7.48 lab hours ([II.B.3-61](#)). Non-native English-speaking American Language students using the Language Learning Center were assessed to determine whether using Voicethread software would improve pronunciation skills. Of those using the software, 88 percent of 21 students improved vowel pronunciation, 94 percent improved consonant pronunciation, and 100 percent improved their delivery ([II.B.3-62](#)). In 2012, this research received the President's award for Excellence & Innovation in Teaching and Learning ([II.B.3-63](#)).

### **Analysis and Evaluation**

The Mt. San Antonio College (Mt. SAC) Library and other learning support services evaluate students' needs for their programs and services and offer services accordingly. An evaluation of the impact of those services is also done in order to continue to advocate for them or to change them as the data indicates. Attendance data, satisfaction data, and student learning outcomes data have been used for these service evaluations. In particular, the College evaluates the student learning that its services, workshops, and courses provide students. The information attained from the outcomes is used for continued improvement. These and other indirect outcomes are used to improve services and to advocate for new services.

### **Accomplishments and Outcomes**

- Mt. SAC student input is gathered through means such as comment cards, workshop feedback, focus groups, and interviews.

- Students' needs for more support services are noted and action taken to provide those services as resources allow.
- Students consistently cite a high level of satisfaction for tutoring, the library, and support programs at Mt. SAC.
- Evidence of students' attainment of learning outcomes based on library and other learning support services is apparent in many examples.
- Information competency is used in different areas to measure the impact of the intervention on student learning outcomes and to make changes for improvement.
- The College uses information (qualitative and quantitative) for program improvement.

### List of Evidence

|           |  |
|-----------|--|
| II.B.1-3  | <a href="#">Adjunct support for Student Equity 2015-16</a>                             |
| II.B.1-43 | <a href="#">Intersession Workshop Scheduling Pattern</a>                               |
| II.B.1-75 | <a href="#">Introduction to Tutoring: TUTOR 10A</a>                                    |
| II.B.1-76 | <a href="#">Tutoring in the English Language: TUTOR 10B</a>                            |
| II.B.1-77 | <a href="#">Tutoring as a Supplemental Instructor: TUTOR 10C</a>                       |
| II.B.1-78 | <a href="#">Tutoring in Mathematics: TUTOR 10D</a>                                     |
| II.B.3-1  | <a href="#">Library Comment Card with Comments</a>                                     |
| II.B.3-2  | <a href="#">Outcomes Quarterly Meeting Faculty Minutes 2-3-2016</a>                    |
| II.B.3-3  | <a href="#">Snack Program Report for Librarians</a>                                    |
| II.B.3-4  | <a href="#">WIN Focus Group Analysis 2013</a>  |
| II.B.3-5  | <a href="#">Student Equity Report 2015-16</a>  |
| II.B.3-6  | <a href="#">WIN Program Success Data 2015</a>  |
| II.B.3-7  | <a href="#">Learning Lab Student Technology Survey Fall 2014</a>                       |
| II.B.3-8  | <a href="#">LLR Division Retreat Agenda 2016</a>                                       |
| II.B.3-9  | <a href="#">Division Retreat Examples of Closing the Loop 2015</a>                     |
| II.B.3-10 | <a href="#">Example Retreat Outcomes Planning Document 2016</a>                        |
| II.B.3-11 | <a href="#">LLR Division Retreat Award Board of Trustees Minutes 06-26-2013</a>        |
| II.B.3-12 | <a href="#">Reserve Textbooks Faculty Minutes 11-4-2015</a>                            |
| II.B.3-13 | <a href="#">Sunday Attendance Spring 2016</a>  |
| II.B.3-14 | <a href="#">Qualitative Analysis for Sunday Hours Spring 2016</a>                      |
| II.B.3-15 | <a href="#">Workshop Assessment meeting 1 with RIE 2014</a>                            |
| II.B.3-16 | <a href="#">Evaluating Websites Workshop Lesson Plan with Comments for Improvement</a> |
| II.B.3-17 | <a href="#">Workshop Assessment Planning 2014-15</a>                                   |
| II.B.3-18 | <a href="#">Faculty Meeting Notes for Web Workshop</a>                                 |
| II.B.3-19 | <a href="#">Outcomes Norming Department Minutes 5-18-2016</a>                          |
| II.B.3-20 | <a href="#">Workshop Norming Department Minutes 6-1-2016</a>                           |
| II.B.3-21 | <a href="#">Workshop Scoring Instructions 2016</a>                                     |
| II.B.3-22 | <a href="#">Writing Center Library Research Workshop SLO Assessment</a>                |
| II.B.3-23 | <a href="#">Online Workshop Assessment Plan Faculty Minutes 3-2-2016</a>               |
| II.B.3-24 | <a href="#">Library Credit Course Assessment Plan</a>                                  |
| II.B.3-25 | <a href="#">Library Credit Courses SLO Assessment Results Review and Planning 2015</a> |
| II.B.3-26 | <a href="#">SLO Credit Courses PIE Excerpts 2014-15</a>                                |
| II.B.3-27 | <a href="#">LIBR 1A Success Data PIE Excerpt 2014-15</a>                               |
| II.B.3-28 | <a href="#">Writing Center Survey for SLOs</a>   |

|           |  |
|-----------|--|
| II.B.3-29 | <a href="#">Writing Center AWE Preparation Survey 2014</a>   |
| II.B.3-30 | <a href="#">Writing Center Tutor Survey Spring 2015</a>  |
| II.B.3-31 | <a href="#">Writing Center MLA Workshop Survey Fall 2014</a>   |
| II.B.3-32 | <a href="#">Writing Center Directed Learning Activities (DLA) Survey Spring 2015</a>                     |
| II.B.3-33 | <a href="#">Learning Assistance Center Student Satisfaction Survey Results 2014</a>                      |
| II.B.3-34 | <a href="#">Tutorial Services Satisfaction Survey Spring 2016</a>  |
| II.B.3-35 | <a href="#">Responses to Tutoring Sessions 2014</a>  |
| II.B.3-36 | <a href="#">Basic Skills Tutoring Assessment Fall 2015</a>   |
| II.B.3-37 | <a href="#">Tutorial Services Assessment Report Fall 2013 to Winter 2015</a>                             |
| II.B.3-38 | <a href="#">LAC PIE 2013-14 pg. 7-8</a>  |
| II.B.3-39 | <a href="#">Persistence Project ENGL 67 and Math 50 51, 2015</a>   |
| II.B.3-40 | <a href="#">Writing Center Online Tutoring Success Data 2013-14</a>                                      |
| II.B.3-41 | <a href="#">Writing Center Success Rates Fall 2015</a>   |
| II.B.3-42 | <a href="#">Learning Assistance Center Year-End Report 2012-13</a>                                       |
| II.B.3-43 | <a href="#">Learning Assistance Year End Report Including Online Learning 2014-15</a>                    |
| II.B.3-44 | <a href="#">TUTR Course Faculty Meeting</a>  |
| II.B.3-45 | <a href="#">Speech and Sign Tutoring Assessment 2013-14</a>  |
| II.B.3-46 | <a href="#">EOPS Use and Success Data 2015</a>   |
| II.B.3-47 | <a href="#">WIN Success Data - SCE 15-16 PIE</a>   |
| II.B.3-48 | <a href="#">Audiobook Student Opinion Survey 2016</a>  |
| II.B.3-49 | <a href="#">Audiobooks PIE Excerpt 2014-15</a>   |
| II.B.3-50 | <a href="#">Associated Students Board of Trustees Report on Library Extended Hours 11-12-2014</a> pg. 12 |
| II.B.3-51 | <a href="#">Library Extended Hours Faculty Support Spring 2015</a>                                       |
| II.B.3-52 | <a href="#">Extended Hours Transcription Report Spring 2015</a>  |
| II.B.3-53 | <a href="#">Library Advisory Meeting Supporting Extended Hours Spring 2015</a> pg. 2                     |
| II.B.3-54 | <a href="#">QP Pilot Data 2015</a>   |
| II.B.3-55 | <a href="#">QP Survey Summary 2015</a>   |
| II.B.3-56 | <a href="#">Online Access to Materials in Language Learning Center Lab</a>                               |
| II.B.3-57 | <a href="#">Language Learning Lab Student Feedback on Passport 2015</a>                                  |
| II.B.3-58 | <a href="#">Language Learning Lab General Student Comments 2015</a>                                      |
| II.B.3-59 | <a href="#">Language Learning Lab Faculty Input 2015</a>   |
| II.B.3-60 | <a href="#">Language Learning Center Student Satisfaction Survey Results</a>                             |
| II.B.3-61 | <a href="#">Students Pass Rates with Language Learning Lab Attendance Hours</a>                          |
| II.B.3-62 | <a href="#">AMLA SLO Pronunciation Improvement Using Software</a>  |
| II.B.3-63 | <a href="#">Language Lab Presidential Award</a>  |

## II.B.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)*

### Evidence of Meeting the Standard

The Library and Learning Support Services at Mt. San Antonio College (Mt. SAC) use multiple vendors and products to provide value-added services to students. These services include printing and scanning, online scheduling, information discovery and retrieval, library collection selection and processing, and collaborative borrowing agreements. All of these services require formal agreements and are assessed regularly to ensure that the services are meeting the needs of the student and the goals of the District. In situations where multiple areas use common services, agreements are assessed through collaborative efforts that include faculty, Instructional Technology (IT) personnel, and area coordinators and managers and involve student input and opinions. New agreements or changes to existing vendor relationships are included as part of the

planning process of each College unit and are reflected in Planning for Institutional Effectiveness (PIE) documents.

The Mt. SAC Library uses WorldShare Management Services (WMS), an integrated, cloud-based library management and discovery application to provide access to library collections, database and eBook subscriptions, and manage library workflows such as circulation functions, analytical reporting, resource discovery including articles, reserve services, and technical services and acquisition processes. The initial selection of WMS in 2012 was discussed in faculty meetings with IT consultation and final approval from the Board of Trustees ([II.B.4-1](#), [II.B.4-2](#)). After three years of ongoing discussion, implementation, and training, there have been no compelling reasons to consider another integrated library system.

Yankee Book Peddler (YBP) Library Services is used to expedite book selection and processing. Librarians reviewed, discussed, and approved using YBP's GOBI<sup>3</sup> services to support collection development and selection ([II.B.4-3](#)). Additionally, the librarians supported buying shelf-ready books to decrease processing time of books with a goal to make them available to students within days of delivery to the library.

The Mt. SAC Library uses the services of the Community College Library Consortium, a joint project of the Community College League of California and the Council of Chief Librarians to purchase the majority of the library databases at a significant price discount.

The consortia agreement enables the College to offer a wider variety of database options to students, ensures the subject content of the databases matches the scope of College curriculum, and provides access to a variety of formats and services such as newspapers, images, eBooks, dictionaries, and remote reference assistance ([II.B.4-4 pg. 31, II.B.4-5](#)).

Subject- and discipline-specific eBook collection sets aligned with College curriculum are acquired through annual subscriptions or access fee agreements. Purchasing eBook collections assures subject content resources are equally and continually accessible to students on campus and remotely regardless of when or where the student needs the materials ([II.B.4-6](#)).

Subject content should be expressed in a variety of formats so students can experience content through multiple modalities and professors can incorporate visual content into instruction. In some cases, closed-captioned streaming videos are purchased through annual subscription, accessible remotely, and support discipline or program specific curricular needs from specialized vendors ([II.B.4-7](#)).

The Mt. SAC Library collection is supplemented by a McNaughton lease plan, a rotating collection of popular fiction and nonfiction titles ([II.B.4-8](#)). These titles are leased to provide popular reading options that may not otherwise be selected for the permanent collection. The contract is ongoing because McNaughton titles have a 22 percent circulation rate. Titles regularly rotate in and out of the collection each year, and

items are selected monthly. Approximately 15 to 20 items are added each year to the permanent collection. Librarians select the titles to add, and the decision to add a title is based on circulation statistics or subject content.

The Mt. SAC Library has two mutual lending agreements to support student access to materials that the Mt. SAC Library does not own. The first is the Cal Poly Pomona University Library agreement, which allows Mt. SAC students, faculty, and staff to borrow books from the Cal Poly Pomona Library. During 2015, 475 books were loaned to 112 Mt. SAC students ([II.B.4-9](#)). This agreement was updated and renewed during July 2014 and is in effect until July 2019 with provisions to make changes or revisions as needed. The second mutual lending agreement is with the Inland Empire Academic Libraries Cooperative (IEALC), a group of 19 libraries that provide reciprocal library borrowing privileges to registered students of the participating institutions. IEALC members meet twice a year and discuss potential changes in policies and procedures. During 2015, 43 IEALC cards were issued to Mt. SAC students. A total of 155 students were served as a result of these mutual lending agreements ([II.B.1-27, II.B.1-28](#)).

The Library, Learning Lab, Honors Program, and the Writing Center offer printing, copying, and scanning services to students. Quality Copying Inc. (QCI) provides black-and-white and color printing, scanning to print, scanning to thumb drives, printing from personal devices through the Internet using Wi-Fi, and printing from home to printers

located at Mt. SAC. QCI also provides coin and bill changers, the ability to pay by pre-purchased cards, which provides copies at a discounted price, and cash, debit, or credit payment options ([II.B.4-10](#)). The library continues using QCI because they promptly respond to questions, quickly resolve hardware problems, provide enough machines, and ensure that those machines are well-maintained or replaced. A print card with adequate funds is always available to library staff to quickly make refunds to students to resolve print errors or poor-quality copies. As there is an absence of student complaints and a satisfaction with the services, the QCI contract continues to be renewed and more service sites are added.

The Writing Center and Learning Assistance Center use common software platforms, WC Online, for tutoring appointment setting and World Wide Whiteboard through Link Systems International, for online tutoring ([II.B.4-11](#), [II.B.4-12](#)). Until spring 2015, the online tutoring platform was accessed through a licensing fee. With the expansion of the Online Education Initiative (OEI), the College is now able to access the online tutoring platform at no cost as part of the consortium. The library provides group study room reservations through LibCal calendaring software by Springshare and workshop registration through the College wide contractual agreement for access to SARS-GRID software ([II.B.4-13](#)). The Learning Lab also uses the SARS-GRID platform to track student usage and generate reports. The College's use of SARS-GRID has expanded since its first use in the Counseling Department; the expansion of this tool in

additional sites on campus (e.g., the Learning Lab, the Library) indicates satisfaction with its functioning. As there is an absence of student, faculty, or staff complaints, which shows the services have been functioning properly, the contracts continue to be renewed.

To discourage and detect theft of library materials the Library uses a 3M detection system. A maintenance and service agreement with 3M is in place to assure that the system functions correctly ([II.B.4-14](#)).

### **Analysis and Evaluation**

Mt. San Antonio College (Mt. SAC) evaluates students' needs for services and contracts with vendors appropriately. Formal agreements are in place for services such as library management system and tutoring online support, to mention a few. The College evaluates the effectiveness of these services to determine whether to continue, change, or discontinue the agreements. Part of the evaluation of the agreements is the accessibility and use of the service. The security of the systems is reviewed and the systems maintained. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 17.

### **Accomplishments and Outcomes**

- The systems in place allow for students' needs to be met where and when they need to be.
- Closed-captioned videos allow students to fully appreciate and learn the curriculum.
- Tutoring software allows for online platforms for students' learning needs.

- The security, maintenance, and reliability of the systems are measured by the lack of security breaches, the

ease of maintenance, and the lack of student and faculty complaints.

### List of Evidence

|           |  |
|-----------|--|
| II.B.1-27 | <a href="#">IEALC Meeting minutes 11-10-2015</a>   |
| II.B.1-28 | <a href="#">IEALC Report 11-10-2015</a>  |
| II.B.4-1  | <a href="#">OCLC Mt.SAC College WorldShare T's C's May 2012</a>                          |
| II.B.4-2  | <a href="#">OCLC WebDewey 2014</a>   |
| II.B.4-3  | <a href="#">YBP Contract</a>   |
| II.B.4-4  | <a href="#">Board of Trustees Approval to Purchase Databases 2-22-2012</a> pg. 31        |
| II.B.4-5  | <a href="#">CCCLC Database Subscriptions Forms #2, July 2015-June 2016</a>               |
| II.B.4-6  | <a href="#">EBSCO eBook Product Order Form</a>   |
| II.B.4-7  | <a href="#">Films on Demand Nursing Subscription</a>                                     |
| II.B.4-8  | <a href="#">McNaughton Book Lease</a>  |
| II.B.4-9  | <a href="#">Statistics for Cal Poly Pomona Mutual Lending</a>                            |
| II.B.4-10 | <a href="#">QCI Contract 2014-2019</a>   |
| II.B.4-11 | <a href="#">WOnline Invoice 2013-14</a>  |
| II.B.4-12 | <a href="#">World Wide Whiteboard Invoice 2014-15</a>                                    |
| II.B.4-13 | <a href="#">LibCal Decision: Library Faculty</a>   |
| II.B.4-14 | <a href="#">3M Security System, Strips, and Security Gate 2015-16 Service Agreement.</a> |