Standard II.C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary

Long Beach City College (LBCC) Library, a department under the direct supervision of the Associate Vice President’s Office at the Pacific Coast campus, and comprised of the Liberal Arts campus (LAC) Library and the Pacific Coast Campus (PCC) Library, has a comprehensive and active program in place to fulfill its responsibilities in support of the educational mission of the College. One of the Library Department’s most important goals is to prepare students to enter the workforce, equipped with self-confidence and information skills, which will sustain them throughout their career—especially changes in their careers, which happen with increasing frequency, as statistics bear out—and support lifelong learning. As the State of California grew to appreciate the importance of information competency, albeit an unfunded mandate, so, too, did LBCC. In particular, since the last accreditation, institutionalizing information competency as an AA/AS graduation requirement demonstrates Long Beach City College’s and the Library Department’s commitment to and awareness of the importance of information competency for students to succeed in the Digital Age. The seismic shifts in learning, along with the infusion of technology in all walks of life, have revolutionized the infrastructure of libraries and the role of librarians. Long Beach City College is emblematic of the transformative effect of technology on libraries and librarianship. Students are transitioning from a reliance on linear information to a greater dependence on nonlinear information formats—such as hypertext, videos, CDs, DVDs and e-books—and from physical research resources within the Library to research of a global scope in the online, interactive environment of the Internet. In the past six years, the Library has migrated from Voyager, a third-generation, locally managed Integrated Library System (ILS) and web-based Online Public Access Catalog (OPAC), to the cloud-based Worldshare Management Services (WMS). Full-text academic databases, once only accessible via CD-ROM or individually, can now be searched concurrently through the metasearch capabilities of WMS. Library faculty teach students how to effectively and critically evaluate and search for information found on the Internet. In becoming “virtual,” the Library has opened access to students and faculty far beyond the physical confines of the brick-and-mortar structure to provide information around the clock, “anytime, anywhere,” giving rise to a whole new online community of learners.

Self-Evaluation
Any comprehensive overview of the Library program must come to terms with the unique configuration and infrastructure of the Library, which by its very nature and function, are different from other disciplines. The idiosyncratic nature of the Library mandates a self-study and assessment viewed through a different lens. The ability to retrieve information quickly and efficiently, whether for academic purposes, personal need, or lifelong learning, demands the critical apparatus of discerning consumers of information. In recent years, the Library faculty has particularly focused on the goal of working collaboratively with faculty from other departments to integrate information literacy across the curriculum. Furthermore, given the interdependence of world communities in an increasingly global economy, the LBCC Library, in close partnership with faculty from other departments, fosters and nurtures the ethical and global perspectives of information and knowledge, where viewpoints from other cultures and social mores temper our own worldview.

Meeting diverse curriculum needs in the vocational fields, the Library now offers courses covering different information competencies for Nursing, Business, and Law. These courses were designed to give students involved in these three disciplines a competitive edge and the training needed to upgrade their job skills. Additionally, working in close conjunction with faculty from other departments, the librarians have made a concerted effort to develop subject-specific library orientations and workshops, which are not only meaningful but also couches the instruction to the level of student’ competence, following Bloom’s taxonomy of lower- and higher-level skills. Sensitive to the distinction between first-level learning skills of students, that is, learning about technology, and second-level skills, which is learning through technology, the librarians have emphasized the purpose of information fluency that can only be developed through a scaffolding and staggered approach to critical-thinking and effective use of technologies. It has been said in academic circles that it takes a campus to graduate a student, and the library faculty at LBCC in the Information Age is the pivot around which the disciplines revolve and draw their sustenance and intellectual nourishment.

It has been noted that the Library is heavily used and the increasing level of foot-traffic from previous years indicates how central the Library and its resources and instructional program are for student success. In Spring 2009, the LAC Library moved into the renovated L Building and the Library lost square footage during this renovation because we moved from a four-floor facility into a one-floor facility. Library faculty and staff had tried to rectify the problem of lost square footage by weeding obsolete books in order to create quiet study areas for students. Even after this creative reconfiguring of space by Library staff, the lack of study space is prominent to visitors. There is a growing need for more study rooms and study carrels at both campus libraries. Since, the move, the number of students visiting the Library has grown consistently with the peak number of 384,286 patron (gate) count for Academic Year 2010-2011. The number declined for the last two academic years, 2011/12 and 2012/13 due to low enrollment.

The computer research centers at both LAC and PCC libraries with 36 and 42 computers respectively are filled to capacity every hour the libraries are open. For student use, LAC Library has 3 audio/visual stations, and 3 microfiche readers; and PCC Library has 2 audio/visual stations and 1 microfiche reader. (2.C.1, 2.C.2)
Actionable Improvement Plans

Discipline faculty also partner with support services providers to connect remedial efforts to the classroom through supplemental instruction, tutoring, and foundations skills development activities. The Library is particularly cognizant of and sensitive to the widening achievement gaps of historically under-represented and under-privileged students, and through concerted efforts and close collaboration with Learning and Academic Services, EOPS, DSPS, our immediate goal in the next three-years is to create targeted and discrete online videos of library learning modules, both in English and Spanish, and disseminate them at various centers and hubs of students contact such as EOPS, LAR, DSPS and Puente Program. Librarians worked closely with faculty with subject specialties across the curriculum to develop a multicultural dimension to our expanding library collection in all formats, including books, CDs, electronic databases, and close-captioned audio and video instructional materials. Along these lines, the Library greatly expanded its collection of Spanish-language materials, selecting resources based upon favorable reviews in publications, such as *Criticas*, which cover the publishing industry from a Latino perspective. Additionally, the Library collection not only provides books on a wide variety of topics, but also offers books appropriate for all reading levels to assist limited-English speakers, developmental readers, and students enrolled in the Child Development programs who seek children’s literature. Additionally, Sensitive to the “digital divide” and language barriers our ESL and Latino students face, the librarians provide instruction that emphasizes hands-on experience delivered at a speech rate comprehensible to nonnative speakers of English. The pending two new faculty librarian hires will further enhance targeted learning modules with assistive technology available in Spanish that will also be close captioned and mounted on workstations at DSPS, EOPS, LAR and Research Centers for easy accessibility. With a spate of faculty retirement in the Library, LBCC has hired one outstanding librarian with an additional two to join in Fall 2014 who are bilingual and bicultural—and even trilingual and tricultural—and they promise to lend their expertise to the collection-development process.

The Library department has successfully implemented and completed the first three-year cycle of assessment of its program, including Student Learning Outcomes and Service Unit Outcomes at the course, program, and institutional levels. In recent years, the Library faculty has particularly focused on the goal of working collaboratively with faculty from other departments to integrate information literacy across the curriculum. All of these activities reflect and support the Institutional Mission, the College’s Educational Master Plan, Accreditation Standards, and the College’s Annual Priorities. (2.C.3; 2.C.4; 2.C.5)

Library services, including reference, instruction, collections, and borrower services, are the four foundational pillars that hold the edifice of the Library’s program together. Each one of these unique spheres of activity is inextricably connected with all others, and any weakening of one aspect of the Library’s program through, for example, inadequate funding for collections, impacts upon the program as a whole. Our richly diverse faculty and staff have one underlying philosophy informing their work and dedication to Long Beach City College and promote student success.
Library services, including reference, instruction, collections, systems, technical services, and borrower/lending services, and Library instructional media are the foundational pillars that hold the edifice of the Library’s program together. Each one of these unique spheres of activity is inextricably connected with all others, and any weakening of one aspect of the Library’s program through, for example, inadequate funding for collections or staff shortage impacts upon the program as a whole. Our richly diverse faculty and staff have one underlying philosophy informing their work and dedication to Long Beach City College and that is to support and to promote student success.

This assessment, in elaborating the inner workings of each of these seven distinct and yet interconnected-areas of the Library’s functions, also makes a candid appraisal of the areas that need improvements. The Library has suffered budget cuts, affecting the purchase of new materials and this has impacted the Library’s ability to keep the collection updated; a loss in classified personnel; and reduction in workload of four classified staff from 11 or 12-month to 10-month. This has impacted the workflow efficiency; increased the workload of other personnel and forced the Library to depend more on the assistance of student workers in order to avoid interruption in services to faculty and students. The Library also currently does not have a full-time librarian to manage the Integrated Library System (ILS), Online Public Access Catalog (OPAC), and the Library website. (2.C.6)

2.C.1: LAC gate count
2.C.2: PCC gate count
2.C.3: College facts
2.C.4: The State of Blacks in Higher Education in California
2.C.5: The State of Latinos in Higher Education in California
2.C.6: Collection Analysis by Campus & Format

Standard II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

As of 06/30/2013, The Library’s collections at both LAC and PCC campus include 150,468 titles of various formats: 128,377 books, 19,948 e-books, 179 print periodicals, 29 online databases, 1,549 instructional VHS/DVDs, 1,156 circulating VHS/DVDs, 80 books on CD, 239 Audiobooks, and 298 CD-ROMS.

The Library’s collections at both LAC and PCC include: 29 online databases and 39,968 e-books. The LAC Library collection includes: 32,717 books, __104__ print periodicals, 22 circulating VHS/DVDs, 4 audiobooks, and 64 CD-ROMs. The PCC Library collection includes: 191,074 books, __75__ print periodicals, 1,133 circulating VHS/DVDs, 1,545 instructional VHS/DVDs, 76 audiobooks and 234 CD-ROMs.
The Library collects primary and secondary publications, bibliographic and reference resources, and machine-readable materials in the format best able to support the educational and informational needs of Long Beach City College faculty, students, and community in all subjects relevant to the College curriculum and instructional programs. Under the leadership of the Associated Vice President, in Spring 2010, the Library received $75,000 from capital outlay to purchase new books for the LAC and PCC circulating and reference collections. In Fall 2013, the Library received $33,000 from the AVP to purchase new books for the LAC and PCC circulating and reference collections; the Library also received $15,000 for alternative access materials. The Library’s meager book budget for LAC library ($7,500) PCC Library ($4,500), and periodicals budget ($20,000) are now line items in the Library annual budget.

In Spring 2010 and 2012 semesters, the Library also received a $10,000 grant for Reserve textbooks from LBCC Auxiliary/Pepsi. Additionally, the Library has been receiving a $1500 grant from the Associated Student Body each semester since Spring 2009.

Self-Evaluation

In spite of the Library’s shrinking budget, we have made progress and established practices that improve services to students. To help with collection development, librarians conscientiously read reviews of books from notable publications in order to make informed decisions with building the library resources collection. Librarians' service at the reference desk provides insights into students' needs and helps identify the lacunae in our collection. To keep current with the community's needs the Library has an online suggestion form on the Library website. Librarians continually weed the collection. Two Librarians serve on the Curriculum Committee (Course Evaluation Subcommittee and Associate Degree/General Education Subcommittee). Participation in these committees allows librarians to gain in-depth knowledge of new courses and new programs offered. This advanced knowledge enables librarians to respond to the new information needs in a timely manner.

The Library Reserve textbook collection is comprised of 1,597 textbooks and articles at LAC campus Library and 813 textbooks at PCC campus Library.

LBCC students have been benefiting from this Reserve textbook program as demonstrated by long lines at the Reserve desk. Circulation statistics have shown that Reserve textbooks lending accounted for almost 80% of the total number of LBCC Library resources lending. (2.C.7)

Actionable Improvement Plans

The Library addressed the deficiencies and gaps of library collection in vocational fields, especially for Allied Health with a special grant from the College for $80,000 and with additional Pepsi grant for $10,000. The inputs from Nursing Department faculty were solicited through an extensive survey to remedy the gaps as pointed out by the last accreditation report.

2.C.7: Reserve statistics
Standard II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution select and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The college strives to keep technology resources for teaching and learning current and competitive. A new Technology Initiative and Technology Plan (http://www.lbcc.edu/TechPlan/documents/2012-2017%20Tech%20Plan.pdf) developed through a collaborative and collegial process provides for a replacement and refreshment cycle for instructional, faculty, and staff computers and peripherals to support teaching and learning environments. The Library also hosts two computer research centers dedicated to academic research via the Internet. Equipment in the Library research centers and the multimedia classrooms have all been replaced with modern, state-of-the-art equipment. Library faculty have assigned responsibilities for connecting with academic departments to provide information and serve as a conduit for updates on Library services and offerings. In addition, regularly issued Library Updates distributed online to the campus community also keep the campus abreast of Library services and offerings. Faculty from diverse disciplines work closely with library faculty and staff to build the library collection and help in the weeding process of obsolete library material.

Self-Evaluation

The LBCC library is a hub of connectivity, information, and instructional activity, with high student usage of traditional as well as electronic resources and services. At LBCC, librarians and teaching faculty share an important role in building and maintaining the collections through a process of ongoing assessment and consultation to ensure that the books, periodicals, electronic resources, and audio-visual media are acquired for LBCC students. To fulfill its mission, the Library has an arsenal of online databases that serve the information needs of on-site and remote students and faculty. In academic year 2012-2013, in order to enhance the functionality and interactivity of the Library's Web site as a means of promoting student success and supporting the growing community of distant learners, the Library faculty and staff implemented the improvements and redesigned the Library website utilizing HTML, CSS, XML, and ColdFusion programming. Librarians and staff created and updated website content including LibGuides interactive tutorials, and overall maintenance of consistent and accurate information. Library faculty, staff, and students periodically conducted in the last three years usability testing and provided input to ensure that the website is functional and usable and meets the needs of all library patrons. Librarians continue to create new and customized LibGuides for specific orientation to support the curriculum, and update and manage their Library faculty subject guides within LibGuides. LBCC Library fully implemented since the last accreditation EzProxy to allow access to our resources off-campus and students validate their proof of library affiliation by logging in with their last name and student id number. Faculty and staff can also access electronic resources. We also offer virtual reference through live chat, email, text messaging and phone.
Comparable services to DE/CE students are provided extensively through virtual reference -- via live chat with a librarian, email, and text messaging and phone calls. (2.C.8)

Actionable Improvement Plans

In Spring 2013, the Library sent out a survey to faculty to gather faculty input for the purpose of evaluating and assessing its collections. The Library received responses from 28 LBCC faculty members. The only response that came back with a majority of “Barely Satisfactory” answers was the question regarding the collection of print journals (17% Barely Satisfactory). Despite this, institutional and external factors will continue to over-determine the Library’s migration from print to online academic journal databases. Aggressive education will continue to familiarize faculty and students with the effective use and discovery of online versions of print periodicals. The Library will continue to strive and build on its process of resource acquisition using faculty liaisons and continue to develop a systematic, broad-based, and clear process of faculty involvement in library acquisitions. (2.C.8) Collection assessment results

Standard II.C.1.b  The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The Library instruction program at Long Beach City College includes a variety of methods of instruction including credit courses that meet information competency requirements, workshops, orientations, and instruction at the reference desks. Since the Library is a hybrid program, the comprehensive assessment of LBCC Library program has two intertwined components: Student Learning Outcomes and Service Unit Outcomes. Information literacy is one of the primary institutional goals of Long Beach City College and the LBCC Library. Library courses are designed to meet the information competency requirements of students, now a mandated graduation requirement to matriculate with AA/AS degree. All credit courses offered by the Library integrate information competency learning outcomes (as defined by the Academic Senate for California Community Colleges and the Association of College and Research Libraries). Most courses are offered every semester. Since information competency became a graduation requirement at LBCC, the Library has progressively increased the number of Lib1 courses from 5 sections in Fall 2010 to 14 sections in Fall and Spring 2011 to 15 sections in Fall and Spring 2013. The number of students taking Lib 1 class also reflected an increase from 179 students in Fall 2010 to 474 in 2011 to 502 in 2012 to 459 in 2013 (The slight dip in the number of students in 2013 can possibly be attributed to lower overall College enrollment in 2013). Deploying the “flipped classroom” strategy provided a way for students to teach other students using multimedia resources such as sound/video clips, online databases, LibGuides, scholarly articles and Internet sites. Students presented their research on problem-based research topics such as the energy crisis, Alzheimer's disease, type 2 diabetes, post traumatic syndrome and elderly patient care and building interrelationship. Students highlighted the problem of energy crisis and provided an
example of fracking and the concomitant issues stemming from it such as man-made earthquakes and contamination of water table. Alternative sources of energy were explored to offset carbon footprint from fossil fuel by examining tapping into wind-turbine power, hydraulic and solar power.

In addition to its credit courses, the Library also provides information competency workshops and orientations to faculty, students, and staff in both face-to-face and online formats. Drop-in workshops increased from 65 students at LAC in 2009/2010 to 287 in 2011/2012 to 191 in 2012/2013. Following a similar trajectory the drop in workshops increased from 24 at Pacific Coast Campus in 2009/2010 to 188 in 2011/2012 to 135 in 2012/2013. The topics covered in these workshops impacted a wide swath of discipline courses and included help with accessing nursing databases, Modern Language Association citation format, how to find jobs in a tight economic market, building proper and marketable resumes and cover letters. The subject-specific library orientation covering diverse disciplines from English to Psychology to History and Political Science increased from serving 1493 students in 2010/2011 at LAC to 2094 in 2011/2012 to 1923 in 2012/2013. At PCC, the numbers ballooned from 502 in 2010/2011 to 800 in 2011/2012 to 893 in 2012/2013.

During the fall and spring semesters the Library is open for a combined 139.5 hours weekly. LBCC librarians consider every encounter with students at the Reference desk an information competency instruction session. Within the constraints of the limited resources available, including personnel, LBCC Library continues to have at least one librarian monitor students’ search strategy for research purposes at the students’ Research Centers during peak hours and provide timely guidance to steer the gathering of information in the right direction. (2.C.9)

Moreover, the Library continues to encourage faculty to integrate library research and activities into their syllabi and to invite librarians into their classrooms to demonstrate to the students the inseparable link between class assignments and effective research strategies.

In order to expand its mission into the vocational field and prepare a new information competent generation of library technicians, the Library has successfully run a Library Technician Program since 2007, which is the only program in Southern California that is offered completely online.

The Library recently completed the first three-year cycle of assessment of the library at the course and program levels, including Student Learning Outcomes and Service Unit Outcomes.

Self-Evaluation

In order to achieve assessment results that are truly measurable, manageable, and meaningful, the department identified Student Learning Outcomes for the Library courses. The pre-test establishes what students already know and the post-test determines if the students have closed the gap between what they know and what they need to know in order to be information competent. The success of the students also reveals how effective the
instruction had been for the course and what teaching adjustments need to be put in place in order to achieve greater students’ success. The established criteria require students to meet a high benchmark. The success level is reached when 75% of the enrolled students achieve 70% or higher in the post-test.

Our analyses of students’ response to various quizzes offered each week provides another measuring tool besides the pre-and post-tests to measure students’ learning outcomes. The daily results from how well students are learning using the i-clickers provided us with a vantage point and refreshing insight into students’ learning activities and how we can further improve their cognitive skills. Finally, we tested the students’ abilities to demonstrate their learning through a post-test, and the students were empowered to ascertain their own progress in their learning curve by a set of clearly established criteria that the students then applied to their own answers to ascertain if they have met the desired learning goals and achievements.

The timely and continual intervention with larger portion of class-time devoted to evaluating information gathered resulted in 90% of students meeting our benchmark in spring 2012 from 88% in the previous semester. The percentage of students who did not meet the standards also dropped from 12% in fall 2011 to 10% in spring 2012. To improve the success rate percentage we increased hands-on, group projects and i-clickers exercises with focus on evaluating information drawn from books, electronic resources and the Internet. We also increased the Lib. 1 units from “one” to “two” units in Fall 2012. This helped students to understand how to formulate research strategies, and provided more reinforcement through exercises on how to narrow broad topics using learning techniques such as brainstorming, inverted triangle, scaffolding and the hierarchical topic structuring method. The increased use of i-clickers empowered students to see their own progress in sharpening their critical thinking and cognitive skills. The spring 2013 Student Learning Outcomes assessment in the information competency credit courses, Lib. 1 and Lib. 3, was the culmination of our three-year assessment cycle and the 92% of students passing with 70% or higher in the post-test is the best result we have seen in the last three years and testifies to students’ commitment to learning and using the competencies gained to real life situation and contexts. Students earning a passing grade in Lib.1 (information competency requirement) increased from a paltry 132 students in 2010 to 190 in 2012 to 200 in 2013, bringing the total for the last three years to 1095 students. Similarly, the total number of students passing courses to earn their Library Technician Certificate program in the last three years from 2010 to 2012 was a healthy 1367 students. (2.C.10)

Like the Student Learning Outcomes, the Service Unit Outcomes follow a similar rigor and have two intended results:

1) The library will provide satisfactory service for each request throughout the public services area
2) The library will provide a variety of up-to-date resources in multiple non-electronic formats

The Service Unit Outcomes, an integral part of assessing the library program, had to meet the benchmark related to intended outcomes. Meet a minimum 70% or higher level of patrons’
satisfaction in all aspects of library services; including reference, circulation, Research Centers, and Media, including an overwhelming number of titles from library collection will be from the 21st century.

The survey for the first outcome was conducted during a three-year span and the results from the survey done at two different times yielded some startling results. The result of the first survey conducted predominantly among patrons (students, staff and faculty) visiting the library showed remarkable and high level of satisfaction for all areas of library services. In fact, the survey questions were extensive for each of the service-point areas: Circulation 100%; Media Services 100%; Reference Services 100%; Reserve room 95%; Research Center 97%; and the overall Library Department satisfaction level stayed at an all-time high of 98%. Though gratifying, the results of this survey did not measure the attitudes of the many faculty and students who used the library resources less frequently or not at all. A second survey was conducted to solicit more candid and unvarnished responses from students, faculty and staff, and provided a more realistic and authentic picture of the Library’s strengths and weaknesses. With a benchmark set at 70% as satisfactory, circulation provided 81% satisfaction score; Media services 79%; Reference services 81%; Research Center 84%; and the overall Library department 81%. (2.C.11)

The slight drop in the satisfaction percentage impacting all areas of services can be attributed to our inability to reach out to those segments of the Library users who are reluctant to take advantage of the services available to them. The corrective action requires us to re-think our modes of delivery of library services, deploy effective strategies to market library services to all constituencies, and in particular meet faculty and students’ needs at their level of comfort with technology.

**Actionable Improvement Plans**

The 2008 Accreditation report drew our attention to the lack of current materials to support vocational fields. With $80,000 funding from the Associate of the Vice President we were able to purchase books in Allied Health. Currently a faculty survey in this field is being conducted gather information regarding how well we have met the research and curriculum needs of students in Nursing and Allied Health. There are multiple reasons why faculty and students do not access the facilities and services of the Library. (2.C.12) We are addressing this problem by increasing activities in the following areas:

- Access to Library resources, through mobile phones, tablets and e-readers
- Outreach efforts, marketing library services to faculty (on Flex Days) and students (College Day and class visitations)
- Partnering with the ASB to publicize the role information competency plays in student success, retention and transfer to four-year colleges.

Working within the parameters and constraints of the state Budget and Bond measures, the two new Libraries at LAC and PCC had their Initial Plan Proposal (IPP) submitted to the State several years ago, and the execution of the new facilities moved glacially, and is now complete. However, these facilities are too small to accommodate any large expansion of library resources that the exponential growth in the General education classes on both
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campuses demand. In spite of budget and space constraints, LBCC libraries are making concerted efforts to bring the resources for all the disciplines taught at the College, including emerging new disciplines, to reflect current knowledge in the fields. Recommendations already adopted by the College include:
- Line item budget for online databases
- Line item budget for books every year
- Tireless efforts to update books and library materials in all disciplines and bring our current holdings to reflect 21st Century resources.

For SLO #1 the increase in percentage from 2010 to 2012 was 14% and the jump from 2012 to 2013 was another 3%. For SLO #2 the increase in percentage from 2010 to 2012 was 10% and from 2012 to 2013 an increase of another 2%. What the graphs reveal is a steady percentage increase from 2010 to 2013 in student performance in the post-test. Similarly, we see an increase in the number of students completing the Lib. 1 course, from 509 students in 2010-2011 to 586 in 2012-2013. (2.C.13)

Having completed the three-year assessment cycle we are impressed with the rapid progress we have made. We have been able to quantify student learning in a manner that makes sense to both students and us while not shying away from addressing areas where we need to improve. We look forward to the next three-year assessment cycle which will include more hands-on student learning exercises; more interaction with students beyond the class period; and better monitoring of every individual student's progress through the course of the semester.

2.C.9: Workshops, orientations, and reference statistics
2.C.10: Student retention and success rates-Library courses
2.C.11: Service Unit assessment
2.C.12: Nursing collection assessment
2.C.13: SLO Pre- & Post-test results (2010-2013)

Standard II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

In addition to the traditional means of access to support services, the institution is committed to adapting to the needs of students and staff through the integration of technology on campus to provide increasing access to services that help ensure student success. Access to learning support services are provided through a variety of means and are the joint effort of three areas: The Library, Academic Computing and Information Technology (ACIT), LAR as well as discipline-specific learning resources programs.

Technology provides one means of access as the college addresses current and future needs and growth to support the infrastructure for technology deployment. Academic Computing
and Information Technology (ACIT), in conjunction with the Technology Plan, is responsible for the District’s information systems, including operational activities and services associated with academic and administrative computing within the District and between the District and external locations, as well as the maintenance of computer labs and audio/visual equipment. There are 2,471 student workstations district-wide that are supported by ACIT, along with 60 multimedia classrooms. The full-time faculty, including 40 tenure-tracks to be hired in the fall of 2014 are each assigned a computer that is also supported by ACIT. Part-time faculty have computer access through the Faculty Resource Centers on both campuses. Currently we have 20 workstations at the Faculty Resource Center at LAC and 14 workstations at PCC (Technology Master Plan 2012-2017).

More importantly, planning for technology is aligned with Educational Master Plan, Superintendent/President’s Agendas, Board of Trustees Goals, 2020 Unified Master Plan, and Distance Learning Plan. Additionally, the seamless integration of state-of-the-art instructional technology across campus is initiated by the Distance Education Task Force that oversees the timely implementation of all technological infra-structure. When approving budget for technology at LBCC, the task force ensures that all areas in terms of equity are identified in this plan for appropriate funding.

In Spring 2009, the LAC Library moved into the renovated L Building; since then, the number of students visiting the Library has grown consistently with the peak number of 384,286 patron counts for academic year 2010-2011. The number declined a little for the last two academic years 2011-13 due to the 16-week calendar. The LAC Library lost square footage during this renovation because we moved from a four-floor facility into a one-floor facility. The Library was not consulted and truly had no voice in the renovation planning. The planning committee was so concerned about housing the books from a four-floor facility into a one-floor facility that it forgot to take into account the space needed for studying. Library staff had tried to rectify the problem by shifting some books into another area in order to create some quiet study areas for students. Even after this creative reconfiguring of space by Library staff, the lack of study space is prominent to visitors. It has been noted that the Library is heavily used and the increasing level of foot-traffic from previous years indicates how central the library and its resources and instructional program are for student success.

The recently redesigned and revamped Library website serves as a gateway to all the information needs of students, faculty, and staff. We also moved from Voyager, our ILS and OPAC, to WorldShare Management Services and WorldCat Local, a cloud based Software As A Service (SAAS) environment. From the Library website, the LBCC community gains access to the library blog, wiki, chat service, and online forms for requesting various services such as virtual reference, interlibrary loan for books and periodical articles, suggestions for book purchases, rush processing of a new book, and to report a WMS catalog error. LBCC faculty gain access to the same services plus online forms to request library orientations at either campus, evaluation of library orientations, place items on reserve, reserve videos for instructional use, and suggestions and comments. (2.C.14, 2.C.15)
In order to enhance the functionality and interactivity of the Library's Web site as a means of promoting student success and supporting the growing community of distant learners, the Library faculty and staff implemented the improvements and redesigned the Library website utilizing HTML, CSS, XML, and ColdFusion in academic year 2012-2013. Librarians and staff created and updated website content: research guides (LibGuides), interactive tutorials, to maintain consistent and accurate information. Library faculty, staff, and students periodically conducted usability testing and provide input to ensure that the website is functional and usable and meets the needs of all library patrons.

Since 2009, the Library Faculty have been creating research guides as a way to guide students to the effective use of our varied information resources and to highlight important and exceptionally useful items in our collection. To date, librarians at LBCC have published 84 research guides using the LibGuides service (2.C.16). Our research guide collection spans a wide range of disciplines, ranging from culinary arts and business administration to psychology, computer science, and English literature. Individual course guides have been developed to help students in classes on child development, political science, English and psychology. Use of these guides has dramatically increased as faculty have increased the number of guides and promoted their use in library orientations. To date (2/10/2014), library research guides have been accessed a total of 41,657 times since their launch (2.C.17). In the Fall of 2012, the Library contracted with the virtual chat service LibraryH3lp.com to provide virtual reference services to the College. Reference librarians on duty at both campuses log on to field questions students and faculty type in from the Library web page. To date, the Library faculty have engaged in 790 virtual reference sessions (2.C.18).

The Library web site is constantly reviewed by the Library Technology Taskforce for compliance and WMS integrated system for functionality and accessibility. The Library Technology Taskforce has been making recommendations to improve the functionality of the Voyager online catalog and to run the Library's Web pages through online accessibility checkers and validation services to ensure that the pages comply with Section 508 requirements and that the code is well formed and valid.

Our library uses EzProxy to allow access to our off-campus resources and students validate their proof of library affiliation by logging in with their last name and student id number. Faculty and staff can also access electronic resources. We also offer virtual reference through live chat, email, text messaging and phone. Comparable services to DE/CE students are provided extensively through virtual reference -- via live chat with a librarian, email, text messaging and phone calls.

The LAC campus Library is open 15 hours per day, Monday through Thursday, nine hours on Friday, and six hours on Saturday; the PCC campus is open 13 hours Monday through Thursday, eight and one-half hours on Friday, and four hours on Saturday, the combined Library opening hours for both campuses total 139.5 hours weekly. While the Library continues to offer traditional library services, such as providing access to collections,
reference, and bibliographic instruction in its various forms, it continuously explores the possibility of more effectively delivering these services through the application of new integrated learning technologies, on the one hand, and marshalling optimum students’ user-friendly results through team-based resource-sharing and management with sister departments such as LAR, where the “Open Access” lab is situated. For example, the Internet permits our students to access library collections and avail themselves of library services 24/7, thus promoting greater access, convenience, flexibility, and a more user driven experience. The Library provides a myriad of resources and services to students. (During the fall 200? and spring 200? semesters, the Library provided more than 659,000 patron contacts as documented through the Library’s WMS integrated library system, various online database usage statistics, and the Online Computer Library Center (OCLC) database system (Library Program Review 2013)

The library accommodates the pedagogical needs of vocational and traditional instruction. It serves the expectations of distance education programs by delivering information resources through emerging media: podcasting, webcasting, and online and hybrid courses.

Self-Evaluation

The institution’s commitment to the integration of technology on campus continues to grow and adapt to the needs of students and staff, providing increasing access to services that help ensure student success. The Library and learning support services featured in the library homepage and the over 80 discipline-specific labs on campus provide adequate access to resources at both campuses as well as virtual resources such as online tutoring, online SI, remote access to online databases, Helpdesk, online Library research tutorials, and 24/7 reference desk. These have become a trademark of LBCC’s commitment to support students beyond the classroom with their learning activities. The college uses the Departmental Planning process to address current and future needs and growth to support the infrastructure for technology deployment.

More importantly, librarians are sensitive to the educational needs of physically challenged students and have made a concerted effort to make all their web pages ADA compliant. All instructional videos in the Library Media center are similarly being close-captioned in order to comply with section 508. Keeping current with the latest trends and resources in educational technology the Library is aggressively producing targeted learning modules both in English and Spanish using videos, podcasts, webcasts, blogs, and wikis with close captions with the singular purpose of expanding the accessibility to learning modules beyond the classroom for students at DSPS, EOPS, LAR and the library’s two Research Centers. Whether these educational technologies better deliver services and connect the LBCC community is something that needs to be studied.

Actionable Improvement Plans

The Librarians will continue to study the relevance of evolving technologies that connect students to librarians and library resources and make recommendations that meet the needs of students.
2.C.14: Library orientations pre-test results
2.C.15: Library orientations post-test results
2.C.16: Long Beach City College Library Research Guides by Topic
2.C.17: LibGuides Access 2009-2014
2.C.18: LibraryH3lp Chats per Month

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

Descriptive Summary

The Library’s security gates are under contract maintenance with 3M Company. These gates are only deterrents for anyone removing materials from the Library without properly following library policies. The gates do not guarantee that materials from the collection would not be lost. To obtain statistical data on how many library materials that have lost due to the malfunction of the gates is impossible to gather. Here are some of the reasons:

- The absence of a signal when the gates start to malfunction. At times it can take hours or days before anyone notices that the gates are not working as they should.
- Materials are taken away secretly. The material is gone for days and weeks before it can be noticed.
- Shortage of staff who can enforce security checks when the gates sound the alarm.

Increasing staffing at the circulation desks and establishing a program to increase student ethical values (honor) should help deter stealing of library materials. Materials that are not returned are fined and the money is deposited into the Library funds.

The Library’s new ILS, WMS, under contract with OCLC, makes access to online resources quicker, more efficient, and stable. The Library provides access to its online databases, licensed through various vendors.

LBCC Library currently contracts out its Microfiche machines maintenance service with Omega Imaging Systems Inc.

The Library currently contracts its copying and printing services for students to the Network Digital Resources and Services Inc. (NDRS).

Self-Evaluation

Through a variety of safeguards and mechanisms, the institution does an excellent job of providing effective maintenance and security for its library and other learning support services. Our commitment to safeguard the Library collection was demonstrated recently when, in spite of limited funds, the Library purchased one 3M sensitizer/desensitizer for PCC campus Library to replace a very old broken one.

Actionable Improvement Plans
Move gate at PCC in order to get a more accurate assessment of library usage to include the use of computer research centers. Our idea is also that the number of lost items will decrease.

**Standard II.C.1.e** When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

**Descriptive Summary**

The Library’s efforts to marshal the best resources in a cost effective way in the light of escalating costs of electronic journals take two distinct and complementary directions. Long Beach City College Library is part of the California Community Colleges Consortium, which helps substantially to lower the costs of print and electronic journals by being part of a larger bargaining unit. In addition, the LBCC Library has an articulation agreement with CSULB and CSUDH for mutual use of library resources by students, faculty, and staff. Data is available that tracks crossover usage at these three institutions. Moreover, with the Governor’s mandate to accelerate students’ journey through the four-year baccalaureate degree with the passage of SB 520, which makes the 50 most oversubscribed lower division courses in California’s higher education system available online, the co-operation and strengthening of ties among these institutions is critical. An active resource-sharing program supplements the LBCC Library holdings. (2.C.19) The policies for interlibrary loan (Lending and Borrowing) are available at the Library website. And internally, the Library works cooperatively by sharing information, resources, and teaching tools with sister departments such as Learning and Academic Resources (LAR) and interdisciplinary Success Centers. The Library also works very closely with Distance Education in constructing and teaching a wide range of library courses online that support and augment students’ understanding of and mastery in core disciplines across the curriculum.

**Self-Evaluation**

Long Beach City College’s recent Promise Pathways Initiatives focus on retention, persistence and the successful transfer of a cohort of high schools students from two-year degree to four-year colleges. It is an important area where the Library, in co-operation with the Success Center, Learning and Academic Resources, and Counseling can initiate learning modules and share resources for student success, retention and transfer to four-year institutions. There is also potential for working with CSULB and CSUDH, bringing our mandated information competency requirements to reflect the curriculum needs and expectations of these institutions.

**Actionable Improvement Plans**
None.

2.C.19: Interlibrary loan statistics

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

**Descriptive Summary**

The Library and other learning support services are subject to a three-year cycle of program review. In addition, the Library crafts its yearly departmental plan that in its scope, planning, vision and execution ties in with the long-term and longitudinal goals of the three-year Library program review, which in turn is in sync with the overarching College’s goals, agenda and vision. These intertwined and mutually illuminating processes provide intensive and extensive review of all activities designated within academic programs and support services. In addition, the Library has successfully completed the first three-year cycle of extensive and comprehensive assessment of its programs, including SLOs and SUOs.

From Fall 2008 semester through Spring 2012 semester, the Library has been consulting with the SLO coordinator regularly and periodically for guidance with implementing the SLO assessment for all Library courses and for the Library Technician Program. In order to keep current, the Library also created an internal management timeline for course SLO assessment. SLO assessment was implemented via pre-/post-test for some courses, and via portfolios of student works and rubric for others. The Library is current with its SLO assessment for the Library Technician Program courses: LIB 3 Information Competency, LIB 201 Introduction to Cataloging, LIB 202 Introduction to Access Services, LIB 203 Introduction to Acquisitions, LIB 204 Introduction to Reference Services, and for the two stand-alone courses Lib1 Introduction to Libraries and Information Resources and Lib 2 Web databases. An SLO officer was assigned to the Library with uploading all course SLO assessment reports to TracDat.

The assessment strategies applied in library courses principally shift the paradigm from a traditional learning-objective model, which simply explains the knowledge the students are expected to master in a given course, to a learning outcomes and assessment model, and this measures, in a student-centered learning process, how that learning is actually taking place in class. The assessment tools encompassed in the pre-test and post-test, i-clicker exercises, and the students’ group research projects were carefully crafted, designed, and executed to measure not only students’ competencies in the learning modules but also to measure the comfort-level of students to ultimately transfer the learning and competency skills to different learning contexts and different problem-solving situations. These competencies can then be used to enhance life-long learning and critical thinking to solve problems in real life experience and contexts.
Self-Evaluation

Since the intended outcomes and criteria used to measure students’ competencies was already elaborated in the earlier segment, here we will present a snapshot of the evidence gathered in the last three years which shows students’ demonstrated achievement of learning skills as well as measures we intend to take during the next three-year cycle to improve the overall quality of students’ performance. For Library 1, our staple information competency mandatory course, the percentage of students scoring 70% or higher on the post-test progressively improved from fall 2010, which was 73% for SLO #1 (intended outcome) and 80% for SLO #2 (intended outcome) to 87% and 90% for Spring 2012 to a commanding 90% and 92% respectively for Spring 2013. For SLO #1 the increase in percentage from 2010 to 2012 was 14% and the jump from 2012 to 2013 was another 3%. For SLO #2 the increase in percentage from 2010 to 2012 was 10% and from 2012 to 2013 an increase of another 2%. What the graphs reveal (see attached document) is a steady percentage increase from 2010 to 2013 in student performance in the post-test. (2.C.20)

For the Library Technician Certificate program the results were less satisfactory, this was in sharp contrast to the high rate of students finding gainful paraprofessional positions after they graduated. Many of the students enrolled in the Library Technician Program also moved on to enroll in a Master's program in Library and Information Science. The analysis of the intriguing, albeit mediocre, results in the post-test revealed that many students either did not take the post-test because they had accomplished their goals in the certificate program or did not see the questions as relevant to their learning modules. The Library faculty therefore has decided to replace the not-so-relevant pre-and post-test with a comprehensive assessment of the students' final portfolios using a different set of rubrics.

Actionable Improvement Plans

The assessment and analyses of SLOs in a variety of library settings and courses provide a rich mine of information on how effective Library faculty are in the classroom, and since the scope for learning new teaching strategies and approaches to learning are limitless, the Library faculty through Faculty Development Program and Flex day activities acquire new learning pedagogies by sharing and learning from faculty in diverse disciplines, besides being actively engaged in their own regional and national associations such as ACRL, ALA, CLA, and information competency listserv. Such learning opportunities have expanded the librarians' repertoire of teaching deliveries and engagement with students, which is now predominantly learner-centered and student-centric that deploys the flipped classroom strategies to empower students with their own active learning and stimulation.

Although we have reached a milestone with the successful completion of a comprehensive three-year assessment cycle, there is much more work ahead of us in the next three-year assessment cycle. In particular, in light of the passage of SB 1456, Student Success Act of 2012, which draws attention of all stakeholders to the 40% decline in retention among community colleges, the onus is on us to work collaboratively and identify and remove all barriers to student success, especially in closing the achievement gaps among historically
under-represented students. The “Chaffey Report” and the Accountability Reporting for Community Colleges” (ARCC) have delineated the fault lines in our educational endeavor and we have a challenge in front of us for which we are girdling up to embrace fully. In order to improve student retention and success we will initiate innovative and targeted learning module that would enhance the sustained, strategic, intrusive and integrated, and personalized support for every freshman student, particularly those at high risk. For example, we will prepare small, targeted library tutorials, both in English and Spanish, using a variety of multimedia tools such as YouTube, podcasting (using Camtasia), Video streaming, and powerpoint presentations, that students can access anytime, anywhere and learn through small problem-solving assignments new skill sets at their own pace and learning ability. The learning modules and video tutorials will cover not only the library credit courses on how to access online catalog, diverse online databases and properties of search engines and meta search engines but also tutorial and learning modules to support all disciplines using databases and libGuides tailored for each discipline. We hope to cover as many as possible of the 849 courses taught at LBCC. More importantly, close the historically achievement gap of underrepresented, low-income Hispanic and African-American students by providing safety nets through bolstering students’ emotional intelligence and foster non-cognitive student learning outcomes, especially students self-awareness, self-management, social awareness, and relationship management. We can achieve these goals by nurturing and facilitating students’ multicultural literacy, financial literacy and wellness literacy by collaborating with Culinary Arts, Business, and English/History/Political Science/Anthropology. Finally, the Library will integrate subject-specific library learning modules across disciplines and embed these tutorials using video streaming and podcast in online classes, web-enhanced courses using our uniform Learning Management System, Moodle.

We intend to substitute the proverbial “digital divide” among students with digital multiplier on the one hand, and on the other, also initiate among library faculty new pedagogies to meet the digital natives at their level by rewiring/retraining our minds to teach and learn as students do in a digitally networked environment. We intend to invest more comprehensively in services and basic skills instruction students need to succeed as well as improve K-12 and postsecondary coordination to create a more stable platform for student success, degree completion, vocational certification and transfer to four-year colleges. The Library, as a focal point of Long Beach City College, occupies a strategic position, functioning, as it does, as an indispensable bridge between graduating high-school students and university students in the CSU and UC educational systems. LBCC’s instructional programs, including the Library program, are tailored to mirror the courses offered at CSU in order for students to transition smoothly to a four-year university. By the same token, the onus falls heavily on community colleges, like ours, which serve students drawn from graduating high schools, who are often unprepared for the rigors of a college education. Librarians are an integral part of the process to help underprepared students improve their reading, writing, analytical, and critical-thinking skills, in order to meet the standards of higher education. (2.C.21, 2.C.22)

2.C.20: Three year SLO/SUO report
2.C.21: SLO three year assessments
2.C.22: SUO three year assessments
Standard 2C – Library and Learning Support Services - Evidence List

2.C.1: LAC gate count
2.C.2: PCC gate count
2.C.3: College facts
2.C.4: The State of Blacks in Higher Education in California
2.C.5: The State of Latinos in Higher Education in California
2.C.6: Collection analysis by campus and format
2.C.7: Reserve statistics
2.C.8: Collection assessment results
2.C.9: Workshops, orientations, and reference statistics
2.C.10: Student retention and success rates
2.C.11: Service Unit assessment
2.C.12: Nursing collection assessment
2.C.13: SLO Pre- & Post-test results (2010-2013)
2.C.14: Library orientations pre-test results
2.C.15: Library orientations post-test results
2.C.16: Long Beach City College Library Research Guides by Topic
2.C.17: LibGuides Access 2009-2014
2.C.18: LibraryH3lp Chats per Month
2.C.19: Interlibrary loan statistics
2.C.20: Three year SLO/SUO report
2.C.21: SLO three-year assessment
2.C.22: SUO three-year assessment