Standard II.C
Library and Learning Support Services

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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 comprising 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 and support lifelong learning. 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. 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.

The Learning Academic Resources Department (LAR) provides multidisciplinary instruction and support services to Long Beach City College students in cooperation with faculty and staff so that students will be more successful in their academic and occupational programs. Recognizing that the college community is composed of students with diverse educational backgrounds, varied levels of preparedness, and a variety of academic needs, LAR offers instruction and a wide range of programs, services and materials to promote college success. Components of the department include Learning and Study Strategies courses, Basic Adult Education, Supplemental Instruction, Tutorial Services, Supplemental Learning Assistance, the LAC Academic Computing Center, and both Multidisciplinary Success Centers (LAC
and PCC). In addition, the Writing and Reading Success Center and the Math Success Center offer support in these core areas.

The LAC Multidisciplinary Success Center (LAC-MDSC), the PCC Multidisciplinary Success Center (PCC-MDSC), the Writing and Reading Success Center (WRSC), and the Math Success Center offer specific locations where students can go to access assistance with coursework. The MDSC locations offer study space, assessment tests for classes and programs, individual help with coursework, and administration of course-required supplemental learning activities (SLAs). These may include directed learning activities (DLAs), directed study groups (DSGs), and workshops led by Instructional Specialists. The PCC-MDSC also offers tutoring and academic services for Career Technical Education (CTE) coursework. Prior to the program discontinuance process, CTE tutoring and supplemental instruction was housed in its own location at PCC; now it is available in the library.

Supplemental Instruction and Tutoring, also under the direction of the LAR Department, offer tutoring for specific courses (currently approximately 30 courses), as well as supplemental instruction for designated courses. Supplemental instruction (SI) consists of peer-led group study sessions set up for difficult courses such as Chemistry and Anatomy. Open-access Academic Computing Centers are located on both the Liberal Arts and Pacific Coast Campuses. The LAC location in L-251 houses 162 computers at individual stations, as well as two classrooms that can be reserved. Software for general use as well as course-specific work is loaded onto these computers. The PCC location in LL-216 currently shares space with the ESL computer lab staff and students. PCC students can access computers for their use at the PCC Academic Computing Center, the Library, or the PCC-MDSC. Each of the three locations employs staff trained to help with specific needs.

The Learning and Academic Resources (LAR) Department offers a three-unit study skills course, LEARN 11, that assigns students to complete activities to understand their learning style (visual, auditory, kinesthetic, and so on), with suggestions for improving their learning with strategies that capitalize on their strengths. This course served 1500 students during the 2012-13 academic year in both online and traditional formats, at both the Liberal Arts and Pacific Coast Campuses. In addition to LEARN 11 – Learning and Academic Strategies, the LAR Department offers additional assistance to students with specific needs through LEARN 11 H, an Honors study skills class; LEARN 610 – Basic Study Skills Laboratory, LEARN 650 – Supervised Tutoring, and LEARN 810 – Learning Skills.

Self Evaluation

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.

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. 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 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. The Library lost square footage during this renovation because it 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 out 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 the academic year 2010-11. The number declined for the last two academic years, 2011-12 and 2012-13 reflecting lower enrollment at the college due to budget reductions (2.C.1, 2.C.2).

The computer research centers at both LAC and PCC libraries and the Academic Computing Centers at both libraries are filled to capacity every hour the libraries are open. For student use, the LAC Library has three audio/visual stations, and three microfiche readers; and PCC Library has two audio/visual stations and one microfiche reader.

**Actionable Improvement Plans**
None

**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**
The LAC Library is open 15 hours per day, Monday through Thursday, nine hours on Friday, and six hours on Saturday; the PCC is open 13 hours Monday through Thursday, eight and one-half hours on Friday, and four hours on Saturday. The combined weekly hours for both campuses total 139.5 hours. Success Centers are open on both campuses for 12 hours per day, Monday through Thursday, six hours on Friday and on Saturdays. In addition, online services are also available to students. For instance, Success Center student learning activities may be completed online with online support for any students enrolled in online classes.
As of June 30, 2013, the Library’s collections at both LAC and PCC 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. 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 associate vice president 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 $1,500 grant from the Associated Student Body each semester since spring 2009.

The 2008 Accreditation report drew the college's attention to the lack of current materials to support vocational fields. $80,000 was used to purchase books in Allied Health. Currently a faculty survey in this field is being conducted to gather information regarding how well the college has met the research and curriculum needs of students in Nursing and Allied Health (2.C.3).

Self Evaluation

The Library has suffered budget cuts, affecting the purchase of new materials and this has impacted the Library’s ability to keep the collections updated (2.C.4); a loss in classified personnel; and reduction in workload of four classified staff from 11 or 12-month to 10-month positions. 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.

In spite of the Library’s shrinking budget, practices have been established 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 the 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 comprises 1,597 textbooks and articles at LAC's Library and 813 textbooks at PCC's 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 percent of the total number of LBCC Library resources lending (2.C.5).

**Actionable Improvement Plans**

The Library will continue to seek out resources to maintain its collection in order to address specific needs that faculty identify.

**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 (2.C.6) 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. Equipment in the Library research centers and the multimedia classrooms have all been replaced with modern, state-of-the-art equipment and are one a regular upgrade schedule. For instance, at the end of the fall 2013 semester, all of the computers and printers in the LAC Academic Computing Center were upgraded. 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 on 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**

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 the academic year 2012-13, in order to enhance the functionality and interactivity of the Library's website as a means of promoting student success and supporting the growing community of distant learners, the Library redesigned the Library website. The updated website content includes LibGuides interactive tutorials, and overall maintenance of consistent and accurate information. In the last three years, regular usability testing has 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 resources from off-campus. The Library 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.

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 only response that came back with a majority of “Barely Satisfactory” answers was the question regarding the collection of print journals (17 percent "Barely Satisfactory") (2.C.7).

To address the widening achievement gaps of historically under-represented and under-privileged students, the 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. Librarians worked closely with faculty with subject specialties across the curriculum to develop a multicultural dimension to the library collection in all formats, including books, CDs, electronic databases, and close-captioned audio and video instructional materials. The Library expanded its collection of Spanish-language materials, selecting resources based upon favorable reviews in publications, such as Críticas, 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 that LBCC 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 should 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. One requirement of current faculty recruitment has been for librarians who are bilingual and bicultural—and even trilingual and tri-cultural—and they promise to lend their expertise to the collection-development process.

Actionable Improvement Plans

Aggressive educational efforts 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.

**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. The LBCC Library courses are designed to meet the information competency requirements of students, now a mandated graduation requirement to matriculate with an 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 five sections in fall 2010 to 14 sections in fall and spring 2011, and to 15 sections in fall and spring 2013. The number of students who took LIB 1 also reflected the following increase: 179 students in fall 2010, 474 in 2011, 502 in 2012, and 459 in 2013 (The slight dip in the number of students in 2013 can possibly be attributed to lower overall college enrollment in 2013).

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 2009-10 to 287 in 2011-12 to 191 in 2012-13. Following a similar trajectory the drop in workshops increased from 24 at PCC in 2009-10 to 188 in 2011-12, and to 135 in 2012-13. 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, and 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 1,493 students in 2010-11 at LAC to 2094 in 2011-12, and to 1,923 in 2012-13. At PCC, the numbers ballooned from 502 in 2010-11 to 800 in 2011-12, and to 893 in 2012-13 (2.C.8, 2.C.9, 2.C.10).

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, the LBCC Library continues to have at least one librarian monitor students’ search strategies 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.

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 (2.C.11).

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.

With a larger portion of class-time devoted to evaluating information, 90 percent of students met the bench mark in spring 2012, up from 88 percent in the previous semester. To improve the success rate percentage the department increased hands-on, group projects and i-clickers exercises with a focus on evaluating information drawn from books, electronic resources and the Internet. The department also increased the LIB 1 units from one to two units in fall 2012. The spring 2013 SLO assessment in the information competency credit courses, LIB 1 and LIB 3, was the culmination of the three-year assessment cycle and results showed that 92 percent of students met the expected level of achievement. (2.C.12, 2.C.13) Students earning a passing grade in LIB 1 (information competency requirement) increased from 275 students in 2010-11 to 341 in 2012-13. Similarly, course success rates have increased from 64 percent to 70 percent during the same time period (2.C.14).

The service unit outcomes, an integral part of assessing the library program, had to meet the bench mark related to intended outcomes (i.e., meet a minimum 70 percent 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) (2.C.15).

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 high levels of satisfaction for all areas of library services. 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 an expectation that 70 percent of responses will be satisfactory, all aspects of the library met the minimum criteria, with circulation at 81 percent, Media services at 79 percent, Reference services at 81 percent, the Research Center at 84 percent, and the overall Library Department at 81 percent (2.C.16).
The slight drop in the satisfaction percentage impacting all areas of services can be attributed to the 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 the Library to re-think its 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.

Working within the parameters and constraints of the state Budget and Bond measures, the two new Libraries at LAC and PCC have been completed since the previous self-study. However, these new facilities are too small to accommodate any large expansion of library resources that the exponential growth in the general education classes on both campuses demand. In spite of budget and space constraints, LBCC Libraries are making concerted efforts to bring in the resources that reflect current knowledge for all the disciplines taught at the college, including emerging new disciplines.

Recommendations already adopted by the college include:

- Line item budget for online databases
- Line item budget for books every year
- Update books and library materials in all disciplines and bring current holdings to reflect 21st Century resources

**Actionable Improvement Plans**

There are multiple reasons why faculty and students do not access the facilities and services of the Library. The Library is 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

**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 is provided through a variety of means and is the joint effort of
primarily three areas: The Library, Instructional and Information Technology Services (IITS), and 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. IITS, 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 throughout the district that are supported by IITS, along with 60 multimedia classrooms. The full-time faculty, including 40 tenure-track faculty, to be hired in the fall of 2014 are each assigned a computer that is also supported by IITS. Part-time faculty have computer access through the Faculty Resource Centers on both campuses. Currently there are 20 workstations at the Faculty Resource Center at LAC and 14 workstations at PCC (2.C.6).

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 2010-11. 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 and there is not enough room to accommodate all students who come to the libraries looking for some space to study. Library staff has tried to rectify the problem by shifting some books into another area in order to create additional quiet study areas for students, but the lack of study space is prominent to visitors.

The recently redesigned Library website (http://lib.lbcc.edu/index.cfm) serves as a gateway to all the information needs of students, faculty, and staff. The Library also moved from Voyager, the 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, to evaluate of library orientations, to place items on reserve, to reserve videos for instructional use, and to make suggestions and comments.

Since 2009, the Library faculty have been creating research guides for effective use of the varied information resources and to highlight important and exceptionally useful items in the collection. To date, librarians at LBCC have published 84 research guides using the LibGuides service (2.C.17). The Library’s 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. As of February 2014, library research guides have been accessed a total of 41,657 times since their launch (2.C.18). 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 webpage. To date, the Library faculty
have engaged in 790 virtual reference sessions (2.C.19).

The Library website is constantly reviewed by the Library Technology Task Force for
compliance and WMS integrated system for functionality and accessibility. The
Library Technology Task Force has been making recommendations to improve the
functionality of the Voyager online catalog and to run the Library's webpages 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.

The Library uses EzProxy to allow access to 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. The Library also offers 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.

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. For example, the Internet permits 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 2012 and spring 2013 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 (2.C.20).

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.

The various learning assistance resources are also heavily used. The statistics below are
from fall 2012 to spring 2013:

<table>
<thead>
<tr>
<th>CENTER/PROGRAM</th>
<th>UNIQUE STUDENT #</th>
<th># HOURS</th>
<th># VISITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAC MDSC</td>
<td>4,176</td>
<td>22,017</td>
<td>12,137</td>
</tr>
<tr>
<td>LAC Tutoring</td>
<td>1,716</td>
<td>10,543</td>
<td>6,270</td>
</tr>
<tr>
<td>SI</td>
<td>1,231</td>
<td>8,508</td>
<td>9,800</td>
</tr>
<tr>
<td>PCC MDSC</td>
<td>5,896</td>
<td>34,573</td>
<td>24,378</td>
</tr>
<tr>
<td>MDSC - CTE</td>
<td>487</td>
<td>2,573</td>
<td>2,229</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>173,102</strong></td>
<td><strong>54,814</strong></td>
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</tr>
</tbody>
</table>
Statistics on usage of the Writing and Reading Success Center and the Math Success Center at LAC are for fall 2012.

<table>
<thead>
<tr>
<th>CENTER/PROGRAM</th>
<th>UNIQUE STUDENT #</th>
<th># VISITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAC Math</td>
<td>5,236</td>
<td>19,841</td>
</tr>
<tr>
<td>LAC WRSC</td>
<td>3,991</td>
<td>12,393</td>
</tr>
</tbody>
</table>

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.

In order to improve student retention and success the library has begun to construct targeted learning modules that will enhance the sustained, strategic, intrusive and integrated, and personalized support for every student, particularly those at high risk. For example, the Library will prepare small, targeted library tutorials, both in English and Spanish, using a variety of multimedia tools such as You Tube, 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 the 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. Finally, the Library will integrate subject-specific library learning modules across disciplines and embed these tutorials using video streaming and podcasts in online and web-enhanced courses using the college's uniform Learning Management System, Moodle (2.C.12, 2.C.15).

Librarians are sensitive to the educational needs of physically challenged students and have made a concerted effort to make all their webpages 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.

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 been 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 provides effective maintenance and security for its library and other learning support services. The college's commitment to safeguard the Library collection was demonstrated recently when, in spite of limited funds, the Library purchased one 3M sensitizer/desensitizer for the PCC Library to replace a very old broken one.
Actionable Improvement Plans

The Library will move the gate at the PCC Library in order to get a more accurate assessment of library usage to include the use of computer research centers and also to decrease the number of lost items.

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.21). The policies for interlibrary loan (Lending and Borrowing) are available at the Library website (2.C.22). 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 the
mandated information competency requirements to reflect the curriculum needs and expectations of these institutions.

**Actionable Improvement Plans**

None

**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 institution initiated the first phase of a broad based Student Success plan by creating Student Success Centers. These Success Centers were developed with faculty support to assist students from basic skills up through transfer levels to achieve their goals with greater success. One of the important ideas behind development of these Centers was to create instructional and service support to students as well as instructors in core classwork such as English, reading, and math as well as to provide the same for multiple disciplines and Career Technical Education programs. Faculty, staff, and administration came together to develop both curriculum and services in these Centers to help students overcome “roadblocks”—that is, common educational and college-cultural gaps that, when filled with advantageous learner-centered support, could provide greater achievement in the classroom and in the collegiate environment for students across the spectrum (2.C.23).

LAR offers a number of support services to students enrolled in classes other than those with a specific Success Center component. For instance, some classes have a Student Instructor (SI) who attends the class and holds scheduled study sessions (without the faculty instructor) for students. LAR also provides tutoring for students.

**Self Evaluation**

The Office of Institutional Effectiveness has been making concerted and creative strides to assess, describe, and evaluate outcomes of the supplemental learning delivered in the Student Success Centers. Success rates for courses that have had supplemental learning activities (SLAs) added as requirements in the course outline show gains of about 5 percentage points. Additional analyses show differential gains based on subject. In response to the finding that SLA for English 1 did not have a measurable impact upon student success in that class, the English Department decided to remove the SLA requirement for that class beginning in fall 2014.
LAR conducts regular surveys of students to measure satisfaction with learning support services. The 2013 Math Success Center survey, for example, reveals that overall students are pleased with the service they receive through the Center. Over half of the students who responded to the survey (62.7 percent) were enrolled in Math 110 or Math 130. Of these students, 68.2 percent stated that they visited the Center to complete a DLA (2.C.24).

In fall 2012, a survey was given to students who participated in LAR tutoring. Students reported positive experiences:

- 72.5% strongly agreed and 27.5% agreed that the tutor(s) knew the subject matter well.
- 41.5% strongly agreed and 38.5% agreed that their studying was more effective because of the time they invested in tutoring.
- 48.4% strongly agree and 35.9% agreed that they were more aware of how they best learn as a result of tutoring.

The tutoring program exists for the purpose of helping students become independent learners who are able to honestly assess their own learning preferences and strategies, utilizing metacognitive techniques in so doing with an eye toward bettering their academic experience across the curriculum. The three bullets mentioned above suggest a correlation between LAR’s tutoring practices, student growth, and student success rates (2.C.25, 2.C.26, 2.C.27).

In addition to the semesterly, formal evaluations done of SI Leaders by students, faculty, and the SI coordinator, the SI program occasionally conducts a less formal survey to assess student interest in and benefit from the program. The most recent of these informal surveys was conducted in fall 2013. Although the response was somewhat limited due to the lateness of the survey’s administration, interesting findings are noted:

- 65.4% indicated they attended more than 10 SI sessions associated with their class.
- 73.1% indicated they “Strongly Agree[d]” that they received better grades in their class as a result of SI attendance. Another 19.2% selected “Agree.”
- 42.3% indicated they “Definitely” or “Possibly” would have dropped their class had SI not been available to them.

The SI program focuses on historically difficult courses at LBCC—in particular, transfer-level math and science courses without other intervention strategies attached to them (such as an SLA requirement), so it is encouraging to read that many students feel this program is filling a need.

Actionable Improvement Plans

Continue to evaluate effectiveness of SLAs delivered in Success Centers focusing comparison on the different SLA formats and compare their effectiveness with that of other learning support models such as Supplemental Instruction.
Standard II.C Evidence List

2.C.1 LAC Library Gate Count
2.C.2 PCC Library Gate Count
2.C.3 Nursing Collection Assessment
2.C.4 Collection Analysis by Campus and Format
2.C.5 Library Reserve statistics
2.C.6 Technology Plan 2012-2017
2.C.7 Collection Assessment Results
2.C.8 Workshops, Orientations, and Reference Statistics
2.C.9 Library Orientations Pre-test Results
2.C.10 Library Orientations Post-test Results
2.C.11 Three year SLO/SUO Report
2.C.12 LIB 1 SLO Assessment Report
2.C.13 LIB 1 Pre- and Post-Test Results 2010-13
2.C.14 LIB 1 Course Success Rates
2.C.15 SUO Three-year Assessment Report
2.C.16 SUO Results Spring 2013
2.C.17 LBCC Library Research Guides by Topic
2.C.18 LibGuides Access 2009-14
2.C.19 Library H3lp Chats per Month
2.C.20 Library Program Review 2014
2.C.21 Interlibrary Loan Statistics
2.C.22 Interlibrary Loan Lending and Borrowing Policies
2.C.23 Student Success Centers/Learning and Academic Resources Department Program Review
2.C.24 Math Success Center Survey Results
2.C.25 LAR Program Survey Results
2.C.26 LAC MDSC Center Survey Results
2.C.27 PCC MDSC Center Survey Results