Standard IIC: 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.

IIC.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.**

Description—IIC.1

Library

The Library is one of the most heavily utilized facilities on the main campus of Santa Monica College. Severely damaged in the 1994 Northridge earthquake, it underwent extensive remodeling and expansion to 96,000 square feet, reopening in 2003. The Library offers a variety of seating arrangements and study areas that accommodate up to 1,300 students, including 21 group study rooms for six to ten students each, individual study carrels, and tables with data and power. In addition, a multimedia computer classroom designed for library instruction houses 47 workstations, a projector, and an instructor's station. In addition to the main library, two smaller, subject-specific collections are housed at the Bundy site and the Academy of Entertainment and Technology.

The Library houses over 200 personal computers, providing students convenient access to its online catalog, web-based proprietary databases, Internet resources, Microsoft Office software applications, specialized accessibility software such as Zoom Text, Jaws, Kurzweil (Models 1000 and 3000), and workstations compliant with Americans with Disabilities Act requirements. The Library was the first building on the main campus with wireless access and the Library is currently the sole provider of technical support for students experiencing wireless access problems. Through the Library's webpage, students may report such problems by submitting an online form, and a library staff member is on hand to assist them as needed.[i]

The Library subscribes to nearly 50 electronic databases, which provide access to over 10,500 full-text periodicals and approximately 19,000 electronic books. In addition, access to 7,300 freely available full-text periodicals is provided, for a total periodical count of 17,800. The

electronic books and databases support the curricular needs of both traditional and distance learning students 24/7. The Library has 103,903 books, 120 print periodical subscriptions, and 1,957 video recordings. Moreover, the reserve collection of 1,766 items offers students short-term access to textbooks and other course materials, and statistics indicate that the reserve collection has twice the circulation of the general collection.

The Library's collections, developed to meet the varied needs of students, faculty and staff, include all levels of materials from basic skills to scholarly. In addition, the popular book and video collections satisfy the leisure reading and viewing tastes of the Library's diverse users.

To support students' curricular needs, the Library furnishes a variety of audio-visual equipment, including television monitors with DVD/VCR players, compact disc players, microform reader/printers, and video text magnifiers that use closed caption televisions. Photocopy machines and networked printers are also available for students to use for nominal fees.

The Library staff consists of one administrator, seven full-time librarians, approximately two full-time equivalent part-time librarians, seven full-time classified staff, and three full-time equivalent student assistants.

During the Library's open hours (70 hours/week), the reference desk is staffed by faculty librarians, who field questions in person, by phone and online. They conduct one- to three-hour bibliographic instruction sessions and teach the library component of Counseling 20 (Student Success Seminar). During 2008-2009, the reference librarians conducted 370 library instruction sessions and answered approximately 43,000 reference questions. Throughout the day, the Library is in constant use by students and faculty and daily visits have steadily increased each year since 2002. The average weekly gate count in 2008-2009 was 29,745 visitors, with daily visitor counts as high as 10,700. The latest high daily visitor count occurred on both the first and second day of the Fall 2009 semester, totaling nearly 2,000 more students than the previous record daily visitor count of 8,500.

The Library faculty are preparing an online orientation designed to benefit both distance learning and traditional students by acquainting them with the Library's abundant resources and by introducing them to the research process. Distance learning instructors will be able to provide a link from their courses to the online orientation.

Over the last six years, the College has generously provided the Library with increased funding for acquisition of materials; total expenditures for library materials for 2007-2008 exceeded $240,000. The Library's funding includes both college general funds and categorical funds (e.g., Telecommunications and Technology Infrastructure Program, Instructional Equipment and Library Materials, and Lottery).

Tutoring and Learning Resource Centers

To realize its mission "to create a learning environment that both challenges students and supports them in achieving their educational goals," Santa Monica College offers free tutorial services to its students. The aim of these services parallels the Institutional Learning Outcome to

enable students to "acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives" and to "obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems."

Located on the main campus and satellite facilities, ten tutoring and learning support centers offer a variety of services to students, including one-on-one and small group tutoring and access to a wide range of instructional materials such as science models and tutorial software programs. In addition to these centers, the College offers limited tutoring to targeted populations in several special programs. The tutoring centers and special program tutoring include the following:

- **Academy of Entertainment and Technology** – Recently opened, the center provides tutoring for students enrolled in English and mathematics classes at this satellite site. The center is open Monday through Thursday, 9am to 4pm.

- **Business/Computer Science and Information Systems** – Tutoring is provided for students enrolled in Business and Computer Science and Information Systems classes. More than 2,700 students are served each year in this location.

- **English and Humanities** – Tutoring for a variety of disciplines including English, art history, and philosophy, is provided in the English and Humanities Tutoring Center, located in Drescher Hall. The center is open Monday through Thursday, 8:30am to 5:30pm, serving approximately 1,400 students each semester.

- **English as a Second Language** – Tutoring is provided to students on a flexible schedule, Monday through Friday, depending on student demand and the availability of the Instructional Assistants. Approximately 3,200 students are served by this tutoring center.

- **The Health Sciences Center** – Located at the Bundy Campus, tutoring services and supplemental course materials are provided to students enrolled in allied health programs. Approximately 200 students are served in this center.

- **Mathematics Tutoring Center** – Located in the Mathematics Complex, this center provides tutoring and supplemental course materials to approximately 1,300 students enrolled in mathematics classes.

- **Modern Language Center** – Located in Drescher Hall, this lab provides tutoring and supplemental course materials as well as academic computing resources for more than 5,600 students enrolled in modern language classes. The Center is open during the day Monday through Friday, limited hours on Saturday (11am to 3pm) and in the evenings Monday through Thursday.

- **Reading Lab and Writing Lab** – These two labs, located on the third floor of Drescher Hall, support students enrolled in English basic skills classes (i.e., below college level).

Students are required to spend two hours a week in the lab, where they have access to tutoring and supplemental course materials.

- **Science Learning Resource Center** – This center, located in the Science building, provides tutoring, supplemental course materials and a computer lab to approximately 1,100 students enrolled in Life and Physical Science courses.

- **Special Program Support Services** – Santa Monica College has several special support services that offer limited tutoring to program participants. The hours of tutoring offered in each program vary each semester based on student need and available funds. These centers include:

  - **Disabled Students Programs and Services/Learning Disabilities Program** – This program provides tutoring in mathematics, English, science and other subjects for students with documented learning disabilities. Approximately 120 students are served in this center, which is located in the Mathematics Complex and provides services Monday through Friday.

  - **Pico Partnership/On The Move Program** – Mathematics tutoring is available to participants in this program, which is funded by the City of Santa Monica.

  - **TRIO Student Support Services** – Tutoring is available in mathematics and English to participants in this program, which is funded by the US Department of Education.

  - **Scholars Program** – Tutoring in English is available to program participants two days a week (Monday and Wednesdays) from 9am to 1pm.

  - **Extended Opportunity Programs and Services –** English, mathematics and science tutoring is available to program participants, Monday through Friday, during flexible hours, based on student demand.

  - **Latino Center/Black Collegians Center –** Tutoring in a variety of subjects including English, mathematics, chemistry and physics is offered three days a week.

The latest tutoring initiative, the Supplemental Instruction program, is funded jointly through a Title V, Hispanic Serving Institutions grant from the US Department of Education and the statewide Basic Skills Initiative. This enhanced peer-tutoring program serves pre-collegiate mathematics and English students, providing student tutors who attend basic skills classes and mentor the students enrolled in those classes.

Computing Resources

Santa Monica College is committed to providing students access to technology and to helping them effectively use that technology to reach their educational goals.

To facilitate learning, students are provided with access to computer labs, networked resources, software and online services. The College provides more than 1,400 computers for students to use. Computing facilities include computer classrooms and drop-in labs, where students work individually on class assignments and utilize standard office, online, and discipline-specific software. Some facilities serve both as classrooms and open labs; for these rooms, the hours of open lab time are posted. The labs are staffed by Academic Computing Instructional Specialists, who ensure that equipment is in good working condition and that student questions are answered promptly and accurately. Student computing facilities are distributed across the main campus and at the Academy of Entertainment Technology, Bundy, and Emeritus College satellite sites.

The computer labs and classrooms house workstations equipped with standard Internet browsers and standard office software applications. Most also include printers, servers, projection systems, scanners, special equipment for users with disabilities, and a wide variety of discipline-specific software applications. These labs are either available to students enrolled in the specified program or are open for use by all students, thus providing easy and convenient access.

The drop-in computer labs, computer-equipped classrooms and mixed computer lab/classrooms are listed in the table below:

DROP-IN COMPUTER LABS		
Campus/Location	Hours of Operation	Number of Workstations
Academy of Entertainment and Technology (AET 234)	M-F, 8am – 10pm Sat, 8am – 5pm	85
Academy of Entertainment and Technology (AET 120)	M-F, 8am – 10pm	10
Bundy Learning Resource Center (Bundy 116)	M-Th, 8am – 5pm	24
Business and CSIS Tutoring (Business 231)	Variable	6
California High School Exit Exam (CAHSEE) Program (Performing Arts Center Campus, Room 210)	Variable	10
Career Center (Library Village)	M-Th, 8am – 5pm F, 8am – 3pm	6
Cayton Center – available to Associated Students members only (Cayton 209)	M-Th, 7am – 9:45pm F, 7:15am – 3pm Sat, 8am – 4pm	112
Corsair -- Student Newspaper (Letters and Science Bldg.)	Variable	17
Counseling Complex (Transfer/Counseling Center)	M-Th, 8am – 7pm F, 8am – 3:30pm	30
Computer Science and Information Systems (Business)	M-Th, 8am – 7pm F, 8am – 3:30pm	100
Emeritus College (Emeritus 208)	Variable	5
Learning Disabilities (Math Complex 75)	M-Th, 8am – 7pm F, 8am – 12 pm	4

DROP-IN COMPUTER LABS		
Campus/Location	Hours of Operation	Number of Workstations
Library	M-Th, 8am – 9:45pm F, 8am – 3:45pm Sat, 11am – 4:45pm	168
Mathematics Tutoring (Math Complex)	M-Th, 8am – 10pm F, 8am – 4pm	9
Modern Languages (available to Modern Language students only) (Drescher Hall 219)	M-Th, 8am – 9:45pm F, 8am – 4pm Sat, 11am – 2pm	55
Science Computer Center (Science Building)	M-Th, 8am – 7pm F, 8am – 4pm	35
Total workstations available in drop-in student computer labs		676

INSTRUCTIONAL COMPUTER CLASSROOMS		
Location/Department	Number of Classrooms	Number of Workstations
Academy of Entertainment and Technology	6	150
Bundy Campus	1	35
Computer Science and Information Systems	7	188
Earth Science	3	50
Library	1	47
Life Science	1	20
Math	1	8
Physics	3	73
Total computer classrooms and workstations available	23	571

COMBINED DROP-IN COMPUTER LAB/CLASSROOM USE	
Computer Lab/Classroom Name (Location)	Number of Workstations
Art Lab (Art 119)	25
Broadcasting (Liberal Arts 170)	10

Standard IIC: Library and Learning Support Services

COMBINED DROP-IN COMPUTER LAB/CLASSROOM USE	
Computer Lab/Classroom Name (Location)	Number of Workstations
Disabled Students High Tech Center (Admissions Complex, SS 103)	8
Emeritus College Computer Lab (Emeritus Rooms 208 and 209)	23
English Computer Classrooms (Two in Dresher Hall, DH 203 and DH 204)	70
Math Basic Skills Lab (Math Complex, MC 72)	8
Music Lab (Performing Arts Campus, Room 203)	9
Nursing Computer Lab (Bundy Campus, Room 334)	8
Photography Lab (Business 231)	27
Reading Lab (Drescher Hall 203)	25
Writing Lab (Drescher Hall 308)	4
Total workstations available	217

All students are eligible for Santa Monica College computer network and email accounts, which allow them access to all open computer labs and/or labs related to their coursework.

Several departments are responsible for supporting student computer resources at the College. The Academic Computing Department operates most computer labs and computer classrooms and is integrally involved in instructional technology planning, budgeting, and implementation of collegewide student computer resources. The Academy of Entertainment Technology and the Library manage their own computer labs and computer classrooms. Academic Computing staff and student workers directly support all other computer labs.

Most computer labs are open five days a week and include evening hours, and a few computer labs are open on Saturdays; one lab in the Business Building is open on Sunday for students enrolled in classes offered by the Computer Science and Information Systems Department. Computer classrooms are scheduled in accordance with standard class scheduling procedures.

Wireless access to the Internet is available in many locations throughout the campus with additional hotspots to be added as funds become available. Wireless access is provided for all students with a valid computer network account.

Reprographic devices are also widely available for faculty, staff and student use. Approximately 50 networked-printers are available in different locations to support student needs. In addition, there are 17 third-party, self-serve copiers for student use. The print and copy system is pay-for-print, and the print management software maintains and restricts printing based on the student's

account balance. The copiers and machines at which students may add cash balances to central print accounts are conveniently located throughout the College.

Computer and technical support is also provided to students accessing alternate modes of instructional delivery including online courses, hybrid courses (which combine both online and onground components), and online supplements to traditional, onground classes. The course management platform used to support all three methods of delivery is eCollege, the third-party vendor contracted to support online instruction. Online supplements to traditional classes are delivered via course shells developed by faculty using eCompanion, an eCollege product. Online class content is delivered via the eCollege platform. Students and faculty using online resources have access to a 24/7 help desk and other support services including access to orientation, counseling and library resources which are fully integrated to ensure equitable access to technology for the distance education community.

Training and technical support for faculty and staff is provided through a variety of avenues and delivery methods. The faculty/staff computer lab, located in the Media Center, houses thirty computers, two scanners, three printers, two Scantron devices and one multimedia development workstation. Academic Computing staff consists of two full-time specialists who provide learning support with instructional technology applications. Support for distance learning faculty is provided by one full-time staff person, who specializes in multimedia development for online courses. Together, this technology staff group provides faculty and staff with an array of support including periodic webinars, face-to-face training, and assistance with the following applications:

- eCompanion (online course management)

- online and hybrid courses

- Element K (online training for faculty and staff)

- email account set-up

- Internet usage

- Microsoft Office suite of software products

- Multimedia content development

- Par Score (electronic grading system)

- Scanning

- Web homepage design (faculty and department)

Evaluation—IIC.1

Library

The Library provides sufficient resources in a variety of formats to meet student learning needs. Through careful planning and thoughtful allocation of its resources, the Library meets the

information needs of students. The Library has deliberately increased the number of electronic books and online periodicals to better meet the needs of all students, including those at satellite locations, off-campus users, and students with disabilities. The results of past student surveys indicate that students are satisfied with the Library and its resources.

Tutoring and Learning

Cognizant of the importance of tutoring services to student success, the College invests significant amounts of human and financial resources in its tutoring program, and it is proud of the wide variety and high quality of tutoring services offered. The College's tutoring programs are comprehensive and accessible, covering almost every academic discipline. In addition, the tutoring coordinators are experienced professionals, trained to meet the needs of the College's student population. All of the tutoring coordinators have at least a Baccalaureate degree in addition to many years of teaching and professional experience.

Santa Monica College finalized the planned physical and organizational decentralization of its major tutoring centers a decade ago. Several benefits of decentralization have been realized. For example, faculty, best positioned to understand and meet the needs of their students, actively participate in the tutoring centers and the physical decentralization of tutoring centers increases students' convenience in accessing services. Based on anecdotal evidence and results of sporadic surveys, it appears that students are generally satisfied with the tutoring services available. The coordinators of the individual tutoring areas are also satisfied with the decentralized model and appreciate the autonomy and flexibility that this model affords them. Indeed, the close relationship between the tutoring coordinators and the lead faculty in the disciplines allows the centers to be flexible and responsive to student needs. Student surveys conducted by the categorically-funded TRIO programs (Student Support Services and Upward Bound) and Extended Opportunities Programs and Services, and the college-funded ESL tutoring program indicate a high degree of student satisfaction. The Learning Resource Centers' wide array of instructional materials is deemed sufficient to meet student needs as well. In sum, as measured by the numbers of students who utilize tutoring services throughout the College and based on anecdotal reports from students and faculty, the tutoring programs are successful in meeting student needs.

While benefits of decentralization have been realized, some problems remain. For example, without a standardized method of collecting data or centralized administrative oversight, comprehensive and uniform assessment of the effectiveness of the various tutoring programs is problematic. Other problems include duplication of resources, and in some cases, reduced hours of service. The lack of centralization sometimes makes navigating the many tutoring services difficult for students. Tutoring centers also have widely different hours of operation; some provide drop-in tutoring while others require appointments. Additional challenges faced within the tutoring centers include limited funding for instructional assistants and inconsistent student and faculty awareness of tutoring services. Across the various centers, weaknesses include inconsistent tutor training, insufficient administrative oversight, and inconsistent evaluation of tutoring staff.

While some members of the college community believe that many of these problems could be ameliorated by uniform administrative oversight of the tutoring centers, some have expressed dissatisfaction with the tutoring services offered, and differences of opinion exist about program effectiveness. The College continues to develop strategies that address the disadvantages of decentralized tutoring while maintaining the advantages. The Academic Senate identified the need to address tutoring and, in Fall 2009, established a tutoring task force to assess the efficacy of decentralized tutoring and possible alternatives.

Computing Resources

Student computer labs at Santa Monica College are heavily used. The current quantity and quality of student workstations appear to be sufficient. The California Community Colleges Chancellor's Office commissioned the Gartner Group, a nationally recognized technology consultant, to develop guidelines for the number and type of workstations that should be provided to each student, faculty member, staff member or administrator. The baseline standard for student workstations is one computer for every 20 Full-Time Equivalent Students. Based on this calculation, there should be at least 1,100 student workstations on campus, and indeed, the College has exceeded that number with a current total of approximately 1,600 student workstations.

The Gartner Group's study also determined the type of software that should be installed and available on student workstations. Again, the College is in full compliance with the study's recommendations for providing students with local network access, access to the Internet, standard office software applications, email, and virus protection software. In fact, many computers on campus provide students with access to additional, subject-specific software. One area that could be improved is wireless access. Currently limited to the Library, the new quad area in the center of campus and the Bundy site, expanding wireless access is being considered by the College's Network Services Department.

In the last three years, computers in the major labs were updated to meet the current technology standards. The College employs a computer cascading plan which reassigns workstations that are no longer useful for high-end users to other users whose needs are less demanding. This redistribution has substantially extended the life cycle of the computers on campus. Detailed information about campus technology and the computer cascading program are described in the *Master Plan for Technology*.[ii]

Plan—IIC.1

- The College will study the centralization of tutoring and learning resource centers to standardize training, supervision, evaluation, and procedures.

- Learning Resources staff will work with the Office of Institutional Research to develop uniform program-level student learning outcomes for its tutoring centers and standard methods of data collection to measure those outcomes.

IIC.1(a) *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

Description—IIC.1(a)

Library

Information about student learning needs and the effectiveness of the Library's collection to meet student learning needs is ensured in a variety of ways. Library resources, in a variety of formats, are selected, cataloged, and maintained by professional librarians and paraprofessionals. Standard collection development tools such as published reviews, publishers' catalogs and vendor-supplied collection development resources are used to ensure the quality and appropriateness of the Library's collection. Materials are selected to support the curricular needs of the College. In addition, faculty members contribute input on the selection, evaluation, and ongoing de-selection of materials, both formally (e.g., through resource request lists submitted by faculty, responses to written queries from library staff about materials to de-select, and as a result of presentations made with the intent to solicit input about library holdings) and informally (e.g., during conversations during impromptu meetings and comments made during committee meetings).

The Library keeps abreast of new courses and programs through active participation on the Academic Senate Joint Curriculum Committee. All courses and new programs undergoing the curriculum process are reviewed by a librarian to ensure that the Library has adequate materials to support the courses. In addition, the program review process requires all course outlines be updated through the Curriculum Committee at least every six years. This process provides the Library with information about the changes in curriculum that inform its purchasing decisions. All of the aforementioned activities help to ensure the quality, depth and effectiveness of the Library's collection development process.

The Library uses several methods to determine its effectiveness in meeting the goal of providing adequate print and electronic resources to students, including periodic student surveys, feedback from students using the reference desk, online purchase request forms that facilitate the acquisition of new resources, and ongoing analysis of circulation data. In a recent survey, 66 percent of students agreed or strongly agreed that the Library was adequate in meeting their needs for print and electronic resources.

Tutoring and Learning Resources

Materials are purchased for learning resource centers and tutoring programs based on the recommendations and requests made by the subject-area faculty and staff working in these areas. The main tutoring centers maintain contact with the subject area departments and are cognizant of academic standards and needs. This collaboration ensures that materials meet the needs of students and are adequate for the courses offered. In addition, to increase the ease of materials

recommendation, the Library has created a purchase request form, conveniently accessed from its webpage.[iii]

Computing

The Academic Senate Joint Information Services Committee, whose members provide technical and faculty expertise, reviews computer hardware and software requests from academic departments. Requests are normally submitted through annual technology plans written by each department. The plans are used to gather information and data that is used to help prioritize technology goals and objectives for the academic departments of the College. The requests include an explanation of the technological needs of the department, proposals for meeting those needs, and the equipment, staffing, and facilities required. The Information Services Committee prioritizes these proposals and forwards recommendations to the District Planning and Advisory Council's Technology Planning Subcommittee for its review. The Information Services Committee gives greater weight to projects necessary for a particular class to be offered (e.g., discipline-specific software used in Computer Science and Information Systems classes or graphic design classes offered at the Academy of Entertainment and Technology).

Student services departments forward their technology requests directly to the Technology Planning Subcommittee, which then prioritizes projects from all departments and programs. Again, this process, driven by input from the teaching faculty, ensures that the equipment and materials purchased support student learning. Leaders of the various Information Technology departments provide input regarding special projects, upgrades to existing systems, and other system and infrastructure maintenance needs that are not included in their regular departmental budgets.

Academic Computing staff are responsible for installing hardware and software upgrades, providing routine maintenance of equipment, and assisting students in the labs. Larger labs have full-time staff assigned to them while smaller labs receive roving support (i.e., support from Academic Computing specialists who visit several labs periodically during their shift).

Evaluation—IIC.1(a)

Library, Tutoring and Learning Resources

The established processes for the selection of materials that support the academic needs of students for both the Library and learning resources are effective. Collaboration between librarians and the teaching faculty and the Library's participation on the Academic Senate Joint Curriculum Committee ensure the quality, depth, and appropriateness of instructional and library materials. Reports on collection use further inform collection development efforts. While the overall effectiveness of these processes is satisfactory, formal assessment tools are necessary to determine how effectively the College is meeting the tutoring and learning resource needs of its students.

Computing

Enhanced planning processes implemented after the previous accreditation self-study have increased the breadth of involvement by all segments of the College. The results of these processes have increased the deployment of technology resources to departments, learning resource centers and instructional computer labs. As a result, technology resources are deployed to the areas determined to have the greatest need.

Academic Computing resources are sufficient for the number of students currently served by the College. To better serve users of its Academic Computing labs, the College needs to evaluate its staffing levels. The backlog of projects is due largely to inadequate staffing, which may result in some users not having access to the tools and resources they need in a timely manner. (Please see Standard IIIC for a fuller description of the institutional technology planning process, which includes the Information Services Committee and District Planning and Advisory Council Technology Planning Subcommittee.)

Plan—IIC.1(a)

- Tutoring and Learning Resources Center staff will work with the Office of Institutional Research to develop survey tools and/or methods to help the tutoring and Learning Resource Center staff respond to changing user needs.

IIC.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.

Description—IIC.1(b)

The library course and program level student learning outcomes support the College's first two Institutional Learning Outcomes related to information competency, which state that students will:

Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;

Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

The Library is engaged in ongoing efforts to develop and support student skills in information competency including:

- reference-desk service
- formal for-credit library research courses
- online reference and tutorials

- faculty-requested classroom orientations

- Student Success Seminar (Counseling 20) instructional sessions

- drop-in workshops

Librarians consider each student question an opportunity to improve the student's information competency skills. They assist students in identifying appropriate sources, provide instruction in the use of databases, help them evaluate resources, and instruct students in correct source citation. In addition to these activities, librarians provide assistance to students who use the Library's computer lab to conduct research and write papers.

The Library continues to offer three-unit, one-unit and half-unit courses in library research methods. These transferrable courses provide in-depth instruction for students who wish to acquire advanced research skills. Librarians also teach a component of the Student Success Seminar, which includes orientation to the library catalog and online databases and an introduction to bibliographic citations. The librarians reach over 3,000 students per year in these sessions.

In addition, library faculty conduct over 300 one-hour library instruction sessions each year. These sessions are requested by subject-area faculty and provide students with an introduction to the Library and its resources. Students are taught to use the online catalog and online periodical databases and are shown strategies for evaluating print and online information resources.

Various methods of assessment are used to determine the success of the Library's information competency efforts. To assess library orientations, pre- and post-tests are administered to participants. Student learning outcomes have been developed and assessment is ongoing for the Library's classes. The Library portion of the Student Success Seminar classes includes in-class activities, which are used to assess student learning. Student surveys are administered to help determine user satisfaction with the Library's services (e.g., reference and circulation desk services) and collections. The Library will continue to revise current survey tools with the assistance of the Office of Institutional Research.

Several other projects support students' development of information competency:

- In Fall 2008, a pilot project was initiated to conduct library orientation sessions at the Bundy satellite location to provide students taking classes solely at that location with an overview of library services available and instructions for accessing library materials from the main campus. Instructors who completed a post-orientation survey rated the sessions very highly.

- The Library supports the Life Sciences Department by offering an online tutorial in research methods and information literacy concepts for biology majors.

- A self-paced library online orientation is currently in development to serve on-campus and distance learning students.

Evaluation—IIC.1(b)

The Student Success Seminar (Counseling 20) classes include an in-class assignment on library tools and services, providing immediate feedback to the librarians regarding students' understanding of concepts being presented.

Although general library user surveys indicate satisfaction, the Library needs to address the issue of assessing student learning outcomes for reference service.

Plan—IIC.1(b)

- The Library will develop learning outcomes and methods of assessment for reference service.

IIC.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.*

Description—IIC.1(c)

Library

Santa Monica College is committed to providing access to the Library and other learning support services for all students, faculty and staff. It provides access in a number of ways:

- The Library is open six days a week (70 hours per week) in the fall and spring semesters and five days a week (54 hours per week) in the winter and summer sessions.

- Access to the Library's online resources is available 24/7.

- The Library is sensitive to scheduling changes and student needs and modifies its hours accordingly.

- The Library is heavily used; the average weekly gate count is 27,000 users during fall and spring semesters. During the first week of Fall 2009, this number exceeded 30,000 daily visits.

- Access to the collections in the satellite locations varies, depending on staff availability.

The use of print materials in the Library's collection continues to decline with the exception of reserves. Reserve materials (primarily textbooks) experience twice the circulation of all other library materials combined. The Library has decreased the number of paper periodical titles that it subscribes to (from 145 titles in 2004 to 120 titles in 2008). However, this decrease is offset by the increased access to online periodical titles, now totaling over 17,000. Electronic resources

are advantageous in that they are available at all times from any location, they support both traditional and distance learning students alike and they are not subject to theft, damage, or loss.

The Library provides remote access to many of its resources and services to support onground and distance learning users. These resources and services benefit all the College's students and faculty and are available 24/7 through the Library's website.[iv]

These library resources and services include access to nearly 50 databases, which include 17,800 journals and periodical titles available in full-text; approximately 19,000 e-books; the Library's online catalog; the Library's Internet resource lists and research topic guides; email reference service (Ask-a-Librarian); and the Library's new book list. In addition, users have the ability to review personal circulation records; renew checked-out items; place holds on items desired; and send comments or purchase requests through a web form.

Accessibility of library electronic resources is required by state and federal law. All databases that the Library subscribes to are accessible to users with disabilities. The Library also purchases and maintains specialized software and hardware to support the needs of users with disabilities. For visually and mobility impaired users, these resources include screen-reading software, scanners for use with Kurzweil software that read books aloud, closed-circuit televisions that magnify text, and motorized adjustable workstations to accommodate users in wheelchairs. The Library also provides a room equipped with videophone equipment for the hearing impaired.

Tutoring and Learning Resources

Tutoring services are available on the main campus during most times that classes are in session and at satellite locations for limited hours and for selected subjects (see the introduction to Standard IIC for a description of the College's tutoring centers and tutoring available for special programs). The Health Sciences Department, based at the Bundy satellite site, offers extensive tutoring and learning resources in mathematics, English and clinical nursing.

Currently, tutoring services are not available online; however, many of the College's distance learning students also take onground classes and are able to avail themselves of the campus tutoring services.

Computing

Academic Computing labs on the main campus and at satellite locations are open during most times that classes are in session as described in the introduction to Standard IIC. The Academic Computing labs support students taking onground and hybrid courses. Students taking distance education courses are directed to use their own computer hardware and software for their coursework; however, they are allowed access to some labs, and many complete their assignments on the College's computers.

Some course-related software is available to students and staff from off-campus. However, due to license restrictions, the College is unable to provide access to many course-related software packages from off-campus. Students must either use these applications in college computer labs

or they must purchase their own license for the applications (often at reduced, educational prices). The College is investigating other methods of providing access to software to off-campus users, but the cost of licensing currently makes this prohibitively expensive.

Academic Computing staff work closely with the Center for Students with Disabilities staff to accommodate students with disabilities. Computing labs include software for students with disabilities such as screen readers and screen magnification software. More specialized software is installed upon request to meet the needs of individual students. The labs also include specialized hardware such as scanners, motorized tables and trackballs.

Evaluation—IIC.1(c)

Library

The Library is meeting the information needs of both the on-campus and distance learning students. The Library's strategy to enhance its electronic resources has been successful. Services such as email reference (Ask-a-Librarian), originally designed with the distance learning student in mind, have been embraced by onground students as well. This service allows students to email their reference questions to librarians, who respond with research assistance within 24 hours. Student comments on the most recent user survey indicate a high level of satisfaction with both the print and online resources.

The Library strives to ensure that all of its electronic resources, including its website, are accessible to students with disabilities. For example, the Library purchases databases that are compatible with screen-reader software and include alt-tags (i.e., captions used to display a short text description of an image when a mouse pointer is hovered over it).

Tutoring and Learning Resources

The full range of tutoring services is widely available in a variety of subjects on the main campus. Limited tutoring services are offered at most satellite locations.

Concerns have been raised about the lack of online tutoring services available to distance learning students. On the other hand, because the online mode of instructional delivery necessarily entails extensive communication between the instructor and individual students, some faculty note that a certain amount of tutoring naturally occurs as a result of these exchanges.

Computing

The hours of operation of the computer labs are extensive and meet the needs of students and staff on campus. Academic Computing labs are responsive to the needs of students with disabilities and accommodate their technology needs. Access to most software products from off-campus is cost-prohibitive for students and the institution because of publisher pricing and licensing practices.

Plan—IIC.1(c)

- The College will develop a plan for implementing online tutoring including the use of tutorial software, chat-based tutoring, and/or email.

IIC.1(d)   The institution provides effective maintenance and security for its library and other learning support services.

Description—IIC.1(d)

The College maintains service agreements for crucial hardware and software systems used in the Library and other learning support services. The College relies on staff and general repair budgets to repair equipment not covered by service agreements. Library materials are electronically sensitized, and a security gate is in place to alert staff when sensitized materials pass through the gate. The Science Learning Resource Center utilizes the Library's automation system to circulate its materials. This enables effective tracking of materials and their use.

The College's Information Technology departments have developed and implemented numerous strategies to ensure that hardware, software, and network access are secure. The Information Technology departments maintain up-to-date anti-virus software and critical operating system patches for all college computers. Maintenance of computing resources is provided by service level agreements established with computing resource vendors. However, many of the college computers are out of warranty and thus require college resources for maintenance and repair.

Evaluation—IIC.1(d)

The College provides adequate maintenance service agreements and adequate security for the Library and learning support services.

The College maintains various service agreements for critical software and hardware systems used in the Library and other learning support services. The College uses its own staff expertise to troubleshoot, repair and maintain equipment not covered by these service agreements. The Network Services Department provides computer security and maintenance of computer software, hardware, and network infrastructure in cooperation with Learning Resource Center staff.

Plan—IIC.1(d)

None

IIC.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.***

Description—IIC.1(e)

The Library has a formal agreement with the Community College League of California for cooperative buying of online information resources. The agreement with the League benefits the College through reduced prices. These resources are heavily used by students and faculty both on and off-campus. The Library evaluates the adequacy of these resources through user surveys and usage statistics.

Based on a long-standing agreement between the College and the University of California, Los Angeles, students in the Scholar's Program are eligible for library cards, giving them access to UCLA's Powell Library.

Evaluation—IIC.1(e)

The cooperative purchasing agreement with the Community College League allows the Library to provide a depth and variety of electronic resources to students that would not be possible without the reduced pricing structure offered.

Plan—IIC.1(e)

None

IIC.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.***

Description—IIC.2

All library and learning support services participate in the College's program review process on a six year cycle. This process includes the preparation by the program of a self-study, revision and updating of course outlines of record and student learning outcomes and assessments, and review by the Academic Senate Joint Program Review Committee. The executive summary prepared by

the committee is forwarded to the District Planning and Advisory Council to aid in institutional planning.

Library

The Library has developed student learning outcomes and assessments for its courses and one-hour bibliographic instruction sessions as well as program-level outcomes and assessments.

The Library conducts user surveys on a regular basis as an aid to determine user satisfaction. Since 2004, there have been four surveys of student users and one of faculty. Results indicate that students are generally satisfied with the hours of service and resources available to them in the Library. Comments and suggestions from students are discussed by the librarians at their meetings and are used to institute improvements in areas such as customer service. In Fall 2008, the Library conducted its first survey of instructors who had participated in the one-hour library instruction sessions and 40 faculty responded to the survey. Respondents reported a high degree of satisfaction with the instruction sessions indicating that the sessions met their expectations and the material was presented effectively and at the appropriate level.

The Library also participates in several annual state and national library surveys. The results of these ongoing surveys are used to assist in the evaluating and planning of future library services and assessment of student learning outcomes.

Tutoring and Learning Resources

Tutoring and Learning Resource Center staff work closely with the subject area faculty or, in the case of tutoring for special programs, with the respective special program leader, to evaluate the adequacy of their programs and to make changes to improve their programs. For example, the English as a Second Language Department has developed program-level student learning outcomes and assessment tools for its tutoring program, which are regularly reviewed, resulting in changes being implemented. Student learning outcomes for other tutoring and learning resource centers are developed as part of the curriculum of the subject area.

Computing

As with all other programs at the College, the Academic Computing Department undergoes the College's program review process every six years. Academic Computing staff work closely with subject area faculty to remain responsive to the needs of the programs and students they serve.

Evaluation—IIC.2

The comprehensive program review process is an effective tool for the evaluation of college programs. This process includes both a self-evaluation and an external review of the program by the Academic Senate Joint Program Review Committee. As mentioned above, the program review process requires the updating of a department's course outlines of record. The committee's executive summaries offer commendations, provide recommendations for strengthening the program, and note areas that merit additional institutional support. The

Library, the College tutoring and learning resource centers and Academic Computing Department make every effort to improve in the areas recommended by the Program Review Committee while either maintaining or improving the quality of the areas commended.

Library

Student and faculty surveys indicate overall satisfaction with library services and resources. The Library continually revises and improves its survey instruments to better understand and meet the needs of its users.

Tutoring and Learning Resources

The adequacy of learning resource center services is evaluated through the program review process and informal processes. Faculty provide feedback and suggestions to tutoring staff regarding the need for tutoring in specific subject areas or concepts. They also provide Learning Resource Center staff with requests for updated and additional materials to support the curriculum.

Computing

While the program review process and consultations with subject area faculty are helpful in evaluating resources currently offered to students, more information is needed. Data on usage are collected but there are no tools currently in place to analyze them, and no user surveys have been administered to the students who use the resources.

Plan—IIC.2

- Tutoring and Learning Resources Center staff will work with the Office of Institutional Research to develop survey tools and/or methods to help the tutoring and Learning Resource Center staff respond to changing user needs.

- The Academic Computing Department will work with the Office of Institutional Research to develop survey tools and/or methods to help the department respond to changing user needs and develop a means for analyzing resource usage data.

Selected Standard IIC References

i Wireless Access Support webpage: http://www.smc.edu/apps/pub.asp?Q=1431&B=2

ii *Master Plan for Technology*: http://www.smc.edu/apps/Pub.asp?Q=1097

iii Library online purchasing screen: http://www.smc.edu/apps/Pub.asp?Q=884

iv Santa Monica College Library website: http://library.smc.edu/