II. Library and Learning Support Services

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

Evidence of Meeting the Standard

The Mesa College Learning Resource Center (LRC) serves the College’s mission and goals by providing an environment and resources for learning, research, and problem solving in the academic community and the workforce.

The College's LRC offers state-of-the-art library, computer, and media facilities to the entire College. The LRC is a 107,000 square foot facility that opened in 1998 and houses a variety of programs including: the campus library, a computer lab, the Language Center, a professional development center (LOFT-Learning Opportunities for Transformation), the Writing Center, and the DSPS High Tech Center.

The Library occupies the first and third floors of the LRC (II.B.1). Floor one comprises a library classroom, reference, periodicals, course reserves, and a media collection; and the third floor includes a circulating book collection. The Library’s electronic resources include over 40,000 eBooks (II.B.1.2), two video streaming databases, and access to about fifty online textual databases (II.B.1.3). Library Services personnel serve the entire range of scholarship through the evaluation, selection, organization, retrieval, interpretation, and ethical use of resources and provide instruction for students and faculty. With three full-time faculty librarians, a full-time faculty member who specializes in instructional technology and eleven staff (II.B.1.4), the Library provides the longest service hours of any library within the district (II.B.1.5). More than 20,000 students use the LRC (II.B.1.6) every week during the fall and spring semesters.

The High Tech Center (II.B.1.7), which is located on the first floor, is a fully accessible computer lab/classroom that is administered by the Disability Support Programs & Services department. The second floor is home to the Writing Center (II.B.1.8), Language Center (II.B.1.9), and Campus Tutoring (II.B.1.10). The Writing Center and Language Lab provide tutoring and supplemental support for student learning. The fourth floor is home to the Learning Opportunities for Transformation (LOFT) (II.B.1.10), a professional development area for faculty, staff and administrators, and group study rooms.

The Center for Independent Learning (CIL) (II.B.1.11), with its computer lab equipped with workstations (both Windows and Mac), is located on the first and fourth floor. These computers are available for any Mesa student to use on a walk-in basis. There are also quiet areas for independent and group study to enhance and facilitate teamwork and collaborative learning.
Each of these distinctive learning environments support the mission and goals of the College, as well as teaching and student learning and achievement. Each segment of the LRC plays a unique part in developing academic success.

Analysis and Evaluation

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

Evidence

II.B.1¹: Floor Plans (http://sdmesa.edu/library/information/floor-plans.shtml)
II.B.1²: Ebooks (http://libcat.sdccd.edu.libraryaccess.sdmesa.edu/ipac20/ipac.jsp?profile=ms)
II.B.1⁴: Library Staff (http://sdmesa.edu/library/information/staff.shtml)
II.B.1⁵: Library Hours (http://sdmesa.edu/library/information/hours.shtml)
II.B.1⁶: Gate count statistics
II.B.1⁸: Writing Center (http://www.sdmesa.edu/academics/academic-support-programs/tutoring/writing-center/)
II.B.1⁹: Language Center (http://www.sdmesa.edu/academics/schools-departments/languages/language-center.shtml)
II.B.1¹⁰: LOFT (http://www.sdmesa.edu/about-mesa/professional-development/loft.shtml)
II.B.1¹¹: CIL (http://www.sdmesa.edu/library/center-for-independent-learning/)
II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The various facets of the San Diego Mesa College LRC work together to create an optimum environment in which campus faculty and students, with the support of LRC faculty and staff, utilize state-of-the-art equipment and materials to support student learning and enhance the achievement of the college’s mission. Library and other learning support services include:

Library

The current library collection holds: 115,000 hard-copy books, 33,000 electronic books, 833 CD’s, 500 video tapes and 535 DVD’s, 141,733 microforms, 120 print periodical subscriptions, two streaming video database and over 50 online databases. Many online resources are accessed through subscriptions with numerous aggregator and reference databases. (II.B.2\(^1\)) (II.B.2\(^2\))

Librarians are assigned as department liaisons to solicit feedback from professors regarding the library resources they would like the library to acquire. There are also links on the website for suggestions and a suggestion box in the library (II.B.2\(^3\)). The formal process at the department level begins with program review, in which faculty identify resources needed to improve student learning. These requests are added to campus-wide goals as identified in the library’s program review. There is a process in place to allow for Instructional faculty to place requests for selected books, periodicals, DVDs and databases via email, campus mail or telephone (II.B.2\(^4\)).

Monthly circulation reports of materials checked out in person and online are circulated among the library faculty to get a better understanding of what is popular within the collection. The library’s database makes use of vendor statistics to track fluctuations in usage. The library also subscribes to professional resources used to review materials for possible purchases such as books, periodicals, and professional journals. Faculty also attend the national and statewide conferences, such as the American Library Association (ALA) and the Association of Colleges and Research Libraries (ACRL) annual conferences (II.B.2\(^5\)), to identify trends, keep current in cutting-edge research, and to ensure that students are receiving access to the very best information literacy resources.

Library staff make every effort to stay current with ongoing trends in digital media, electronic subscriptions, and other means of deepening the student experience in terms of the quality and variety of resources and the means of accessing those resources. Expertise of faculty, including librarians, helps the institution select and maintain educational equipment and materials to support learning and enhance achievement of the college’s mission.

The San Diego Mesa College library website offers access to all online materials to anyone with a valid college identification number. With access to the online materials one can view journal databases, streaming videos, eBooks, tutorial videos, 24/7 online reference assistance and library research guides. Additionally an online modular class emphasizing information literacy skills is being tested for use with online students. In order to answer reference questions 24/7 online reference assistance is offered as well as a phone line at the reference desk during library reference desk hours. The library website offers full access to online library resources to all Mesa
College students. This includes online textual databases for periodicals and reference resources, two video streaming databases, and approximately 33,000 books (II.B.2⁶).

The library evaluates its effectiveness in meeting identified student learning outcomes through a variety of multiple measures. This is well documented through the program review process (II.B.2⁷). One measure is the Point of Service (POS) Survey that was done (II.B.2⁸). The POS Survey is conducted each fall and spring semester, midway through the semester, seeking Likert-style responses to two questions: 1. “It is easy to check out books from the Mesa College library” and 2. “It is easy to locate the materials I need to complete my class assignments (books, online databases, videos).” Overall, patrons were satisfied or very satisfied with the LRC Service Area. The target satisfaction outcome response is 80%; and for the past 5 years, responses have ranged from 87-93% of strongly agree or agree. The survey also has a space for open-ended comments. One result from students’ comments in this section has been the reinstatement of Saturday Library hours.

In addition, the library receives feedback from the college-wide Student Satisfaction Survey and the Employee Perception Survey; 80% of respondents were either satisfied or very satisfied with the library resources and 75% were satisfied or highly satisfied with the Media Services support. Seventy-three percent of respondents agreed that the library’s collection and other resources adequately met the needs of their individual program or work function. In the Minority Male Community College Collaborative (M2C3) survey of 611 students enrolled in the fall 2015 term, the Library received the greatest level of acceptance regarding how students felt about the students services offered on campus (II.B.2⁹).

To ensure that all student and faculty needs are being considered, the LRC also solicits feedback from the Suggestion Boxes located in the building. Student/Faculty/Staff/Community provide suggestions to the library staff via comment cards at the circulation counter. Cards are provided anonymously and are reviewed by the faculty and others as applicable. Comments are acted upon as needed. For example, the college has increased its WiFi access, added acoustical panels for noise control, and expanded library hours to include Saturdays.

The institution evaluates the usage of learning support services to assure their adequacy in meeting identified student needs. Student demand is assessed through several tracking methods that monitor the materials and services used in the LRC. Materials include books, media, technology, and databases (II.B.2¹⁰). Survey;

**Tutoring**

Learning Support Services such as tutoring and learning centers are embedded throughout the campus, including, but not limited to the LRC, Math and Science building and the Student Services building. The college is actively engaged in preparing a strategic plan and aligning all tutoring and learning support services. The college is particularly involved in equity mindedness and has made every effort to ensure that this is a significant part of the strategic plan. The learning support services cover all academic areas offered on the campus in both general and categorical programs.
Mesa College provides comprehensive tutoring services to help meet the wide array of student learning needs (II.B.2\textsuperscript{11}). In spring, 2016, an Instructional Learning Assistance Coordinator was hired to lead the campus tutoring efforts. Through HSI and Equity funding, the campus has been able to develop a Classroom Tutoring program (embedded tutoring) to support basic skills progression. Additionally, coordination of recursive and ongoing tutor training and practices are being developed as part of the strategic plan for tutoring, including the utilization of faculty liaisons to help coordinate best practices between the tutorial centers and departments. Currently, math, English, and ESL liaisons are incorporated into the tutorial centers, and meet regularly with the Dean of Humanities and Instructional Learning Assistance Coordinator as well as with tutoring leads to review and evaluate the practices and policies of Mesa’s tutorial centers. In order to provide better access to students, the LRC will soon centralize most of its tutoring support services, including the Writing Center, Language Center, and general tutoring services. Specialized academic support is available to students through the Student Tutorial and Academic Resources (STAR) TRIO program, which is housed with the Extended Opportunity Programs and Services program and located in the Student Services Center. The Disability Support Programs & Services (DSPS) department, in partnership with student success and equity, provides specialized tutoring and academic support. These categorical programs are administered by the Division of Student Services. All student athletes participating on Mesa athletic teams are required to attend tutoring and study hall sessions to support their academic progress. (Have Andy and Mark confirm this section)

Learning Centers

Center for Independent Learning – Located in the LRC, the Center for Independent Learning (CIL) provides an open computer lab to meet the need for multiple technology and student learning support services for academic programs (II.B.2\textsuperscript{12}). The CIL is an instructional support facility engaged in three missions to the Mesa College campus: (1) To augment classroom instruction through individualized learning modules that students complete independently. Faculty may either select materials produced commercially or create their own with support from CIL equipment and staff. These may include a broad array of media formats ranging from collections to technology-enhanced learning modules. (2) To provide assistance to faculty, in learning to use and apply computer-assisted instruction (CAI) in the classroom, such as Blackboard online virtual classroom. Faculty are assisted in designing and producing computer-based learning modules, presentations and/or multimedia, for use in classroom instruction, to be used independently by students in the Student Learning Center, or for delivery over the Internet. (3) To provide assistance to Mesa College staff in learning how to use software applications that enhance efficiency and productivity in the workplace.

High Tech Center – The Disability Support Programs & Services High Tech Center (HTC), located in the LRC, provides highly individualized training and support services for students with disabilities who are enrolled in the colleges academic and career technical programs (II.B.2\textsuperscript{13}). The center has 21 computer workstations for student use, all with adaptive technology that complies with the Rehabilitation Act and the Americans with Disabilities Act. The center was recently re-located from the second floor to the first floor of the LRC to increase physical access and provide a more conducive learning environment for individuals with disabilities. The center averages about 125 students per semester who enroll in the DSPS 021 classes and also about 300 requests for alternate media. There is specialized tutorial support available for
qualified students. The center is coordinated by a full-time faculty member with the assistance of a full-time Instructional Assistant (II.B.2).  

Mention Writing Center and ASC here?

Veterans Resource Center which houses some tutoring.

The LRC Faculty and Audio Visual staff has identified the following Student Learning Outcomes (SLOs) for the various services available in the LRC:

[Up to this point the library and Center for Independent Learning (CIL) combined to use three SLO’s, or AUO’s, to assess if the students of the campus were receiving, and understand how to access the services necessary to meet their curricular needs in the LRC. The first two of the SLO’s are concerned with library operations while the third is primarily concerned with the CIL. WHERE SHOULD THIS GO?]

The SLO’s/AUO’s are as follows:

1. Students will be able to complete the procedures necessary to borrow materials (Library Circulation)-Self Awareness.
2. Students will be able to locate materials they are seeking using appropriate LRC resources (Library Public Services, including Reference Services and Library Instruction: College Technology Services (Equipment, smart classroom, troubleshooting, podium keys, etc)-Critical Thinking.
3. Students will be able to access appropriate lab tools to complete class assignments (CIL)-Technological Awareness. (Should this section be moved to II.B.3?)

**Learning Technology**

The Information Technology (IT) division provides equipment, materials, and services to students, faculty, and staff at Mesa College and is located on the fourth floor of the LRC (?). A broad range of equipment is provided for the campus community. There are booths available with video playback equipment, study models and materials, audiocassette players, and other equipment. Video cameras are available for use as well. The IT division also has LCD projectors, computers, and DVD/VCR players for classroom use. In addition, it services technological needs across the campus, including classrooms in all new buildings. Graphics and video production services are available to faculty and staff. Video services include downloads for teleconferencing. Access to the Community College Consortium video collection is coordinated through the Media Services division of Library Services.

**On-going Instruction**

LRC provides display venues for student and faculty art work and other course-related projects. Art Display-The LRC is home to an extensive African Art collection that was assembled to introduce Mesa College students to art created for culturally specific purposes in Africa. It is a valued resource in African Art courses offered by Mesa College. The collection has continued to grow over the years and currently there are over 900 pieces in the collection (II.B.2). Each semester, students enrolled in Art History classes exhibit selections from the collection in the
Glass Gallery, located on the first floor of the campus LRC. The college will occasionally borrow fine African Art from other collectors, in order to present exhibitions of several weeks' duration, each with a unifying theme. The College also exhibits pieces from the collection off-campus (II.B.2\(^{17}\)).

The LRC supports and promotes equity and inclusiveness as evidenced by temporary exhibits, including Women’s History, Veterans, and culturally relevant celebrations; in addition, the choral students make regular and frequent appearances in the foyer of the LRC. The LRC also provides space to exhibit and promote collaborations between departments, such as the collaboration between computer science and fashion to create an exhibit of wearable technology. Many of these exhibits have received community support and publicity (II.B.2\(^{18}\)).

**Analysis and Evaluation**

San Diego Mesa College relies on appropriate expertise of faculty, including librarians, and other learning support services professionals. The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

**Evidence**

II.B.2\(^1\): Library Website
II.B.2\(^2\): Interview with librarians
II.B.2\(^3\): Librarian Liaisons
II.B.2\(^4\): Process for faculty to request resources
II.B.2\(^5\): Links to the American Library Association (ALA) and the Association of Colleges and Research Libraries (ACRL) annual conferences websites
II.B.2\(^6\): Link to online resources
II.B.2\(^7\): Library Program Review
II.B.2\(^8\): Point of Service Survey
II.B.2\(^9\): Mesa College 2015 Student Satisfaction Survey-Office of Institutional Research and Planning; M2C3 Survey Data
II.B.2\(^{10}\): Academic Skills Center-POS survey and Employee Satisfaction Survey; LRC tracking; gate counts; usage reports
II.B.2\(^{11}\): Tutoring Services ([http://www.sdmesa.edu/academics/academic-support-programs/tutoring/index.shtml](http://www.sdmesa.edu/academics/academic-support-programs/tutoring/index.shtml))
II.B.2\(^{12}\): CIL
II.B.2\(^{13}\): High Tech Center
II.B.2\(^{14}\): DSPS website and interview with HTC Professor
II.B.2\(^{15}\): Information Technology
II.B.2\(^{17}\): Evidence African Art collection exhibits off-campus
II.B.2\(^{18}\): Evidence of other exhibits in the LRC
II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Mesa College library and learning support services provide essential front line support for student learning. As part of Mesa College’s commitment to continuous quality improvement; the School of Learning and Technological Resources was reorganized to better meet the goals and mission of the college. An overarching assessment of the LRC, including all of the spaces and all of the programs, resulted in a streamlined and restructured space. The reorganization has impacted the operations of the LRC with the intent of improving accessibility and centralizing critical services for students and faculty. As part of the reorganization, the school name was changed to the School of Learning Resources and Academic Support. Two positions resulted from this reorganization: a Dean of the School of Learning Resources and Academic Support and a Director of Information Technology (II.B.31).

Library measures its Student Learning Outcomes: [Make into a sentence or combine with the information below: how often does the library do this? What does it do with results of the assessment?]

Each fall and spring semester a survey is conducted, which asks about 300 students using the LRC to rate their satisfaction of the services provided. The results are used to assess SLO’s and ALO’s. Through dialog, the SLO’s are re-evaluated and next steps are defined within Program Review (II.B.32).

In every library research instruction session the classroom instructor has the opportunity to fill out an evaluation regarding the effectiveness of the instruction (II.B.33). There is also a classroom response system provided to give the instructing librarian the ability to ask a series of assessment questions throughout the lesson to check for understanding (II.B.34). In the 24/7 online reference environment we have transcripts that can be used to review the effectiveness of the reference interview and teaching process (II.B.35). By reviewing evaluations, assessment and transcripts the effectiveness of teaching can be assessed and changes can be made in the instructional design of library instruction sessions and reference transactions. And, two of the three Learning Resource Center SLOs address the ability of students to locate and check-out library materials.

In order to answer reference questions 24/7 online reference assistance is provided as well as a phone line at the reference desk during library reference desk hours. The library website offers full access to online library resources to all Mesa College students. This includes online textual databases for periodicals and reference resources, two video streaming databases, and approximately 33,000 electronic books.
Evaluations for basis of improvement include Point of Service Surveys, SLO data, Headcount on our current student information system (usage) and the Horizon (library) database circulation. The Horizon system is used district wide and there is a designated librarian at Mesa who oversees it. Attendance trackers are also used and the 3M system tracks the number of patrons who come in and out of the building (approximately 20,000 on a daily basis). It beeps if a book goes out of the library without authorization (II.B.3\textsuperscript{6}).

Data is collected and analyzed regarding the usage of materials and services in the LRC. This data is used to inform the acquisition of materials, determine staffing levels, and inform technology purchases. The library is responsive to instructional needs, technological trends and purchases books, videos and subscriptions to databases to support the curriculum and overall mission of the library and college (II.B.3\textsuperscript{7}).

In every library research instruction session the classroom instructor has the opportunity to fill out an evaluations regarding the effectiveness of the instruction. There is also a classroom response system technology provided to give the instructing librarian the ability to ask a series of assessment questions throughout the lesson to check for understanding. In the 24/7 online reference environment we have transcripts that can be used to review the effectiveness of the reference interview and teaching process.

**Analysis and Evaluation**

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

**Evidence**

- II.B.3\textsuperscript{1}: Organizational Chart for LRC; Board Docket for reorg
- II.B.3\textsuperscript{2}: LRC Student Satisfaction Survey, and Program Review
- II.B.3\textsuperscript{3}: Faculty Evaluation
- II.B.3\textsuperscript{4}: Classroom response system
- II.B.3\textsuperscript{5}: Sample transcript
- II.B.3\textsuperscript{6}: ISIS (usage), Horizon(library) database, attendance tracker, and 3M system
- II.B.3\textsuperscript{7}: Library Program Review; Interview with Instructional Support Supervisor
II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The library makes use of several collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents. These services are detailed below. The LRC participates with the following organizations, which provide best practices and industry standards for the collaboration and sharing of resources and information. Examples of sharing include interlibrary loans with other institutions outside of the SDICCCA consortium. Included in these standards are protocols for safety and security.

San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCCCLRC) – This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a Joint Powers Agreement (JPA) that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of the library chairs/directors to discuss issues of common interest, participation in the shared video library collection (which includes delivery services), and access to "live chat" reference service through Ask-a-Librarian Contracts for services such as this are negotiated through the cooperative to obtain discounted pricing (II.B.4\textsuperscript{1}).

Community College League (CCL) – The library is a participating member in CCL, which is a statewide organization of all community college libraries, one of whose subcommittees evaluates databases and negotiates special pricing for members of the league. Examples of the database subscriptions obtained through this agreement include ProQuest, EBSCOhost, PsycArticles, and j\textsuperscript{p} Archives (II.B.4\textsuperscript{2}).

Library Advisory Group (LAG) – LAG includes librarians from all three of the colleges in the San Diego Community College District. The group meets twice per year to discuss mutual concerns and to cooperate on projects of benefit to all three libraries. LAG has implemented projects including (i) upgrading of the libraries' online catalog to be interactive with the Internet and accessible through the library websites, (ii) subscriptions to common databases and e-book collections, and (iii) creation of common elements of the 2009 LRC Point of Service Surveys for the three libraries (II.B.4\textsuperscript{3}).

The library enjoys many benefits from their cooperative relationships. SDICCCCLRC provides a venue for the nine participating libraries to meet bi-monthly in order to address common needs. The media library is a resource for the faculty, but most faculty have come to prefer locally owned media now. To accommodate this, the JPA was changed to allow participating libraries to use some of their consortium funds for local purchases. An example of the use of these funds is the subscription to Mesa’s first video streaming database: Films on Demand.
The Community College League, in partnership with the Council of Chief Librarians, conducts cooperative evaluation of databases, including cost negotiation; Until her departure in May, 2014 one of the Mesa librarians had been a member of this committee for over five years. This participation has enabled Mesa to stay apprised of opportunities to better meet student needs.

Analysis and Evaluation

When San Diego Mesa College 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 College takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The College regularly evaluates these services to ensure their effectiveness.

Evidence
II.B.4¹: San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCCCLRC) (http://lrc.sdcity.edu/sdiccclc
II.B.4²: Community College League (CCL) (http://www.ccleague.org/i4a/pages/index.cfm?pageid=3313)
II.B.4³: Library Advisory Group (LAG)

The naming convention for the former AV services is....
- AV = College Technology Services (Equipment, smart classroom, troubleshooting, podium keys, etc)
- Media Services = CDs, DVDs, VHS tapes, video production, captioning, etc.

The above language is consistent with our website and publications.

Standard IIB Evidence
School of Learning Resource and Technology Program Review Report
Library Holdings Information (from Alison and Devin)
Interview with LRC Dean
Interview with Library Department Chair
Interview with Academic Skills Center Supervisor
Interview with Instructional Support Supervisor
Interview with Academic Computing Lab Supervisor
Interview with Director of IT
Interview with DSPS High Tech Center Faculty
Library Website (http://www.sdmesa.edu/students/lrc/library/research/)
LRC Website http://www.sdmesa.edu/library/learning-resource-center/
CIL Website http://www.sdmesa.edu/library/learning-resource-center/
Language Center Website
DSPS High Tech Center Website
Academic Skills Center (Tutoring)
http://www.sdmesa.edu/index.cfm/students/services/tutoring/
2012 Mesa College Employee Satisfaction Survey
2012 Mesa College Student Satisfaction Survey
2012 Mesa College Point of Service Survey