

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.

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 Library

The LMC library supports the College's mission of focusing on student learning and success. The library team, including student workers, drafted a revised mission statement for the library and solicited campus wide feedback in 2013 to better reflect the belief that the library's purpose is to impact the success of the college community (II.C.1-1):

The Los Medanos College Library strives to impact the success of all LMC students by teaching information literacy skills and offering the guidance and encouragement to support students in their quest towards their academic goals. The Library provides the entire LMC community with access to a place and information resources designed to support academic inquiry.

The library accomplishes its mission by providing materials, services, and instruction to all students and faculty on campus, online, at the Brentwood Center, and at other off-site locations. Current students, faculty, and staff may borrow materials from the library or through interlibrary loan, and use the electronic databases and eBooks both on and off campus. Members of the community may also use materials in the library.

The library currently holds 25,672 print titles; 1,904 titles were added to the collection in 2011-12. The library has an additional 72,500+ eBook titles and added 45,000+ titles in 2012-13. The library subscribes to 98 print journals and 53 electronic databases, which includes access to thousands of full-text journals and newspapers. Additionally, the library holds 2,676 videos, DVDs, and CDs along with the equipment needed to utilize these items (II.C.1-2). The selection criteria for electronic and digital media include attention to 508 compliance (II.C.1-3). The alternate media specialist is available to assist disabled students.

LMC librarians assist patrons with their research needs in various ways, including research consultation appointments, drop-in research help at the reference desk, email reference, IM chat, Google+ Hangouts video conferencing, and phone reference. The library also provides custom library instruction workshops at the request of faculty members (II.C.1-4).

The Center for Academic Support

During 2009, the Reading and Writing Center and peer tutoring services were merged to become the Center for Academic Support. The physical location of the former Reading and Writing Center was moved to a central, highly visible spot on the entry level of the central college complex. This new centralized space gives students a place where they can avail themselves of an array of services, such as reading and writing consultations, peer-tutoring, “The Professor Is In” and transfer/scholarship workshops. These services are also provided at the Brentwood Center in a dedicated space.

The Center for Academic Support continues to provide quality reading and writing support for students through reading and writing consultation services. Consultation services are provided by faculty who work with students individually or in small groups. This free service is available to all students who need assistance with their reading and writing assignments; students can also receive online reading and writing assistance. The online service requests that students allow 48 hours to get a response to their submission; however, the service typically responds within 24 hours. In addition to reading and writing consultations, students may also take advantage of “The Professor Is In” service. Professors conduct office hours in the Center and are available for their own students and as well as other students needing help in their discipline. The professors serve as a resource to both the consultants and the peer-tutors.

The Center is staffed by full and part-time faculty consultants, a faculty lead, a part-time hourly assistant and a full-time classified coordinator. All faculty who work in the Center attend monthly professional development meetings to enhance the effectiveness of their consultation sessions. The coordinator reports to the Dean of Liberal Arts in the Office of Instruction.

In addition to reading and writing consultation, the Center now houses peer-tutoring in a variety of subject areas, and is the “central hub” for the college wide tutoring program. Tutoring is free of charge to all students in a variety of subject areas and levels, and is available by appointment or on a drop-in basis at the main campus and at the Brentwood Center. Currently, the college wide tutoring program offers a variety of services in order to meet different needs. For example, developmental math and English courses require “in-class” tutoring, while anatomy and other science courses require lab tutoring for students to obtain “hands-on” training. Peer tutors are also available for students enrolled in general education courses, business and computer science, ESL, transfer-level English and math courses, nursing, ETEC, and music. In addition, students enrolled in MESA receive tutoring on a drop in basis (II.C.1-5).

All new tutors, both on the main campus and at the Brentwood Center, are required to participate in ten hours of training at the beginning of the semester and must attend monthly trainings throughout the semester (II.C.1-6). The tutor training addresses LMC's tutoring mission or guiding philosophy which is to assist students in becoming critical thinkers as well as independent, self-reflective, lifelong learners. This training educates the tutors about the Socratic Method, inquiry, Blooms Taxonomy, study skills, and about working with students who have learning disabilities.

Computer Laboratories

LMC's Pittsburg campus has 21 student computer labs, including an open lab with 59 computers for use by any students, which is centrally located on the second level of the College Complex, directly below The Center for Academic Support. All students, as well as the general public, are also welcome to use one of 60 computers in the open library labs. A standard set of software packages that includes the Microsoft Office suite, web browsers, and various accessory programs and plug-ins is installed on all computers and updated annually. Updates to computer labs are scheduled either in January or during the summer. Specialized discipline-specific software packages are installed as appropriate on computers in all discipline-specific computer labs.

The Brentwood Center has one open computer lab with 32 computers installed with the same standard set of software packages. Discipline-specific software is also included on the computers in the Brentwood Center computer lab (II.C.1-7).

Students enrolled in distance education courses can access course content from any internet-connected computer on LMC's learning management system. Students can access email, grades, and registration tools from any internet-connected computer via the District's portal, InSite (II.C.1-8, II.C.1-9).

In fall 2011, the District began providing students with cloud-based email accounts accessible through InSite and provided by Microsoft's live@edu (II.C.1-9).

Alternate Media

The Disabled Students Programs and Services Department (DSPS) evaluates and provides appropriate accommodations for Los Medanos College students (II.C.1-10). The accommodations are individualized to each student's specific educational limitations. Accommodations may include alternate media, test accommodations, note-taking accommodations, priority registration, and adaptive software and hardware for computer access (II.C.1-11). Alternate Media provides conversion of instructional material to appropriate alternate formats for student use, including Braille, large print, and audio formats (II.C.1-12). The instructional material is identified by either the student or the instructor. Test accommodations provide a distraction-reduced environment and extended time, alternate formatting for tests and scribes for mobility issues (II.C.1-12). Computer access and training in

the use of California Community College standardized adaptive software and hardware is available for eligible students. The adaptive software can accommodate most disabilities. LMC also offers an adaptive computer technology course (II.C.1-14). All campus computer labs, including the Brentwood Center lab, have accessible software installed (II.C.1-7). The DSPS department equipment loan program provides a limited number of tape recorders, Alpha Smarts (portable dedicated word processors), CD players, and Echo Live Scribe Smart Pens. Live Scribe Pens are a new technology that allows students to capture audio in synch with their written notes. The audio portion can later be replayed and shared (II.C.1-11).

In spring 2010, the College combined a student computer area in the library with a Disabled Students Program and Service (DSPS) accessible computer learning lab on the second floor of the library. At the same time, remodeling in the College necessitated offering some evening business courses in the library computer lab (in L-213); this increased students' access to library resources and services at night. The library's extended hours give students additional access to the equipment beyond the DSPS lab. Students have access to the lab during the library's operating hours (II.C.1-15). The library equipment includes a Closed Circuit TV (CCTV), computer scanner, and nine accessible computer workstations available to students, and one computer aided teaching room. The majority of the adaptive computer software is standardized within the Contra Costa Community College District (II.C.1-16).

All LMC adaptive software has been recommended by the High Tech Center Training Unit for California Community Colleges, which is the state's training organization (II.C.1-17). The software includes Zoomtext to assist students with limited vision, Jaws screen reader for blindness, Kurzweil 3000 scan/read for students who need to hear the material, and Dragon Naturally Speaking speech recognition software. The software gives students, with a wide variety of disabilities, computer and library access. DSPS students can manipulate library and DSPS resources on these computers (II.C.1-7, II.C.1-18, and II.C.1-19). The alternate media specialist provides individualized software and hardware training. In addition, LMC offers a learning skills course which covers adaptive software and basic computer skills in depth (II.C.1-20).

Self Evaluation

Los Medanos College meets this Standard.

Library

By communicating and collaborating across departments, committees and disciplines, the LMC librarians meet the standard for library service and materials, striving to serve all faculty and students regardless of location or means of delivery (II.C.1-21, II.C.1-4).

Library collections reflect the degrees, certificates and programs offered at the College and are comparable to other community colleges of similar size. Scholarly reading materials meet the

breadth, depth and variety needed by students, faculty and administration. Evidence shows that students are using a broad variety of library materials across subjects and material type including books, periodicals and videos (II.C.1-22). Scholarly reading materials meet the breadth, depth and variety needed by our students, faculty and administration (II.C.1-23).

The Center for Academic Support

The number of students using the Reading and Writing Consultations on the main campus and in Brentwood has risen steadily since 2008. These numbers are collected using SARS TRAK log-in station and GRID appointment system. In fall 2008, 175 students used the consultation services for 403 contacts; in fall 2012, 505 students used the services with a total of 1,904 contacts. In fall 2013, 500 students used the services with a total of 1,479 contacts, in addition to 85 students in the Transfer Academy who used the services for 1,278 more contacts. Improved outreach appears to be increasing awareness of the services offered in the Center and the services provided by consultants (II.C.1-24).

In addition to face-to-face consultations, students have the option of using the online consultation service, which was initially established to provide services to Brentwood students, but is now open to all LMC students. This service is asynchronous with a 48 hour turn-around response time and is available Monday through Friday, excluding holidays (II.C.1-25).

The Center for Academic Support ensures that both the face-to-face and online services are of high quality by employing full and part-time LMC faculty and qualified classified staff. All staff who work in the Center are required to attend monthly training meetings that focus on different aspects of their consultation with students. In addition, the Center invites faculty members from different disciplines to participate in these meetings as guest presenters. The guest presenters serve as a means of training consultants and outreach to the campus community (II.C.1-26).

“The Professor Is In” service offers students a relaxed environment in which to work with their professors in a central location. Although the number of students who use “The “Professor Is In” service is limited, the number reflects the number of students who go to an instructor’s “office hour.” Faculty members, however, report that the Center provides students with a warm, well-lit, friendly atmosphere, and that often they see more students in the Center than they see in their faculty office (II.C.1-27, II.C.1-28). In the case of part-time instructors, this service provides them with a comfortable place to conduct office hours, a benefit to part-timers instructors since they usually do not have offices. In addition, “The Professor Is In” also serves as a resource to both the consultants and the tutors since their presence in a single location allows for clarification of questions and concerns that arise during a consultation or tutoring session; working directly with instructors in the discipline and referring students directly to instructors. Providing this service in the Center has helped to increase student awareness of the Center’s services (II.C.1-29).

Since 2008, the campus wide tutoring services have improved. More departments now provide tutors for students and the Center finds itself steadily increasing in both number of disciplines and numbers of new tutors receiving tutor training (II.C.1-30, II.C.1-31). Each semester, the Center trains an average of 40 new tutors; however, in fall 2013, it trained 50 new tutors along with an additional 25 in spring 2014 (II.C.1-24). The increased number of tutors and a steady increase in students using tutors suggest improving access to tutoring on campus. In the 2013 Student Satisfaction Survey, 62.8 percent of students reported they were “Very Satisfied” or “Satisfied” with the availability of tutors, while only 10 percent reported being “Dissatisfied” **(EVIDENCE: Student Satisfaction Survey LMC 2013-**Referenced in Standard I)**. This result is particularly positive feedback, since developing and implementing a Tutoring/Academic Support Services plan was a Planning Agenda item in LMC’s 2008 self study.

Finally, although there are tutors for some CTE courses, specifically nursing, child development and ETEC, finding and keeping tutors for all the CTE disciplines that would like to have a tutor has proven to be difficult because once students have completed the program, they tend to leave the College and enter the workforce immediately. In addition, when students are in the advanced courses of these programs, there is a higher demand on their time either because the course work load is more demanding or because they have to complete additional activities, such as clinical rotations or because they participate in industry internships.

Computer Laboratories

LMC meets this Standard by offering 21 student computer labs across the Pittsburg campus and one computer lab at the Brentwood Center, along with remote access to library electronic resources, e-mail, and the learning management system.

In the LMC 2013 Student Satisfaction Survey, 80.9 percent of students reported they were “Very Satisfied” or “Satisfied” with the availability of computers in skills labs or computer labs. Regarding the availability of help using computers in the labs, 69.6 percent of students reported they were “Very Satisfied” or “Satisfied” with “obtaining help using computers in these labs” **(EVIDENCE: Student Satisfaction Survey LMC 2013-**Referenced in Standard I)**.

Alternate Media

In response to students requesting increased access to adaptive computer software and hardware, the open computer center on second floor of the library was customized with most of LMC’s adaptive software, allowing students increased access to the software since the library is open for additional hours beyond the availability of the DSPS department. It also allows easier access to library resources.

Student feedback is received by surveys (alternate media survey), staff interaction, and a comment box in DSPS area. In fall 2012, 86.6 percent of DSPS students reported that they were either satisfied or very satisfied with overall services. Note: the majority of responding students

reported they had not used either assistive technology or alternate media services (68 percent for both respondent groups) (II.C.1-19).

Actionable Improvement Plan

None

II.C.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.

Descriptive Summary

Library

The library welcomes and seeks input from instructional faculty and staff in the selection of materials. The library has a section on the website specifically for faculty (II.C.1.a-1). This page has information on how to request new materials that would benefit the students and the collection. Twice a semester an email is sent out from the library requesting reserve materials from faculty. The email directs faculty members to a reserve request form on the library's website (II.C.1.a-2). Faculty members can either donate or loan their own materials or the library will purchase texts for their courses. If the book was purchased using the library budget and it is no longer needed on the reserves shelves, it is "weeded" or placed in the circulating collection.

The librarians also participate in many academic committees across the campus -- serving on these committees allows the librarians to make connections with faculty and staff, as well as to solicit feedback on materials to purchase for the collection. Three crucial committees are the Curriculum Committee, the Career and Technical Education Committee, and the Distance Education Committee. The librarians on the Curriculum Committee review all new and revised courses and programs (II.C.1.a-3, II.C.1.a-4, II.C.1.a-5 and II.C.1.a-6). If a librarian sees any gaps in the library's collection, she consults with the faculty member proposing the course and additional resources are purchased in order to support the course's student learning outcomes.

The librarian on the CTE Committee, which is comprised of department chairs and program leads of every CTE program on campus, regularly solicits input from members on materials to purchase for the collection. When materials are recommended, and the library has the funding in its budget, the materials are purchased for the collection. Outside of committee responsibilities, librarians also meet with individual faculty members to go over the information covered in their courses -- when gaps are found, the librarians order materials that fill them. Librarians also strive

to keep the collection current and relevant by keeping abreast of newly published titles of interest to the LMC community and making purchases as the budget allows.

The librarians on the Distance Education Committee review all online supplements and participate in dialogue to ensure that the library's online materials meet the needs of students and faculty engaged in the College's distance education courses (II.C.1.a-7).

The Center for Academic Support

- *Reading and Writing Consultations*

Students who are working on papers have access to eight desktop computers and 20 college-supplied laptops in the Center. Printing is available for students through pay-for-print services supplied and serviced by an outside company (II.C.1-7).

Students have access to dictionaries, thesaurus, and a variety of different reading and writing handbooks and English textbooks. Handouts on a broad array of topics are available in the Center and online (II.C.1.a-8).

- *Peer Tutoring*

Tutors and their clients have access to all computer equipment and resources in the Center for Academic Support. Additionally, they are encouraged to use one of the two study rooms that are equipped with white boards and textbooks from a variety of different disciplines. While many of the textbooks in the small collection have been donated by campus faculty, some are purchased when tutors request they be added to the collection. The Center is also equipped with a skeleton and bones for biology/anatomy and a keyboard for music students.

In the Math Lab at LMC and Brentwood, all tutors and clients have access to math tools, such as rulers, probability manipulative tools (dice, beads), three dimensional shapes (cones, cylinders, prisms, boxes), computers, calculators (basic, scientific, and graphing), reference textbooks, some current textbooks, solution manuals for tutor/instructor use, white boards, and markers (II.C.1.a-9).

ESL tutors work with students in the ESL Lab which contains 16 computers equipped with language-learning software (II.C.1.a-10).

In addition to receiving biology tutoring in the Center for Academic Support, students and tutors also have access to materials in the Biology Labs. These labs are equipped with models, slides, microscopes, charts, and LCD projectors. Cadavers are available to Biology 40 (Human Anatomy) students during scheduled open labs with tutors. Most tutors in the Biology Lab are also hired as lab assistants, so they receive additional training on lab and safety procedures (II.C.1.a-11).

Students in the MESA program can work with tutors in an open lab environment that is equipped with computers, tables, and chairs. This area also has two study rooms available for both tutors and study groups. The lab area is also equipped with textbooks, calculators, and regular office supplies.

The Music Department tutors work with students either in practice rooms or the Midi Lab. Each practice room contains one upright piano and the Midi Lab has ten computer workstations, each with a piano keyboard device.

Computer Laboratories

Computers are installed and maintained by Information Technology and Services (IT&S) computer network specialists. Departments select software to support instruction, and may do so as a result of funds from the Resource Allocation Process (RAP). Discipline-specific specialized software packages are installed and maintained by classified staff within the discipline-specific computer labs (II.C.1-7).

A significant change is LMC's transition from Blackboard to Desire2Learn (D2L) as its learning management system (LMS), which was fully implemented in spring 2014. Careful consideration was made when reviewing each LMS proposal. D2L was selected for its clean interface, ability to meet all question types for tests and quizzes, simple email and communication protocol (including the ability to allow students to select how they will receive communiqués from the LMS), built-in SLO development and tracking, and the company's history and current position in the LMS market (II.C.1.a-12).

Alternate Media

All computers in the library are maintained by the LMC IT&S Department (II.C.1-7). The adaptive software is maintained by the DSPS alternate media specialist. The low vision software and screen reader software are considered critical for blind students and are kept current through software maintenance agreements. Therefore, the College receives all software updates automatically (II.C.1.a-13).

Self Evaluation

Los Medanos College meets this Standard.

Library

The library is constantly evaluating its collection and the process of selecting and maintaining educational materials to support student learning. The library purchases materials to support the learning outcomes of students, in accordance with the collection development policy (II.C.1.a-14, II.C.1-23). The librarians purchase new materials based on professional reviews, faculty and staff input, their knowledge of the offered academic programs, as well as patrons' needs. This

approach to collaborative dialogue allows the library to exceed standard expectations in selecting and maintaining educational materials (II.C.1-21).

The library systematically reviews its electronic resources collection each year. The electronic resources librarian prepares a comprehensive spreadsheet that includes all of the databases the library currently subscribes to, the number of times each database was accessed throughout the year and the pricing (II.C.1.a-15). Databases under consideration are also included in the spreadsheet in order to compare different options for purchasing. All of the information in the document, as well as student and faculty feedback, assists the librarians in determining what to renew, cancel or purchase for the first time. Databases that are used infrequently are often replaced by resources the librarians feel will assist with student learning and success.

The library shares its catalog with the two sister colleges in the District – Contra Costa College and Diablo Valley College. Using the request function located in the online library catalog, students and faculty can request most of the library items at the other colleges in the District. The items are sent via intra-district mail to the LMC library or to the Brentwood Center for check-out; this process usually takes two to three days.

The library has a robust reserve textbook collection available to enrolled students. Thanks to monies from sources such as the LMC Foundation, the Hispanic Serving Institution (HSI) Exito Grant, and Los Medanos College Associated Students (LMCAS), the library has funding to buy most required textbooks, as well as recommended texts for many classes. Currently, LMC has 1,924 reserve items in the collection, which are highly circulated, and the librarians receive positive feedback on the reserve collection from students and faculty alike (II.C.1.a-16). These items are purchased based on requests from faculty and students, as well as previous circulation history.

The Brentwood Center also has a highly circulated reserve collection located at the Admissions Desk (II.C.1.a-16). Faculty who teach at the Brentwood Center are sent the same reserve request email from the technical services librarian and go through the same process to put in their reserve requests. The LMC library purchases the books, processes them, and has them sent to the Brentwood Center for students to use there. In addition, the library solicits feedback on which reserve books to purchase for classes from the satellite business services coordinator at the Brentwood Center. Students at the Brentwood Center are able to checkout their reserve and interlibrary loan materials using the library circulation software.

The LMC library has implemented an effective system for maintaining the existing collection (II.C.1.a-17, II.C.1.a-14). This system ensures that the collection is relevant, high quality, and has sufficient depth and variety to allow students to achieve their learning objectives. In compliance with the weeding guidelines and Collection Development Policy, the librarians regularly weed materials and identify areas of the collection that need development. Librarians choose the new materials based on the LMC Library's Collection Development Policy (II.C.1.a-

14). In spring 2011, the reference collection was the first area to be reviewed comprehensively with this new system (II.C.1.a-18). Beginning in fall 2011, collection maintenance guidelines were revised to meet the needs of the larger more diverse circulating collection (II.C.1.a-19).

In response to requests from the World Languages and the Child Development departments, the library created both a Spanish language collection and a children's collection in the spring 2013. The Spanish collection is used by native speakers and Spanish language students alike. The children's collection offers a welcoming space to many children who accompany their parents to the library, as well as for the children who are enrolled in the Child Study Center. It also helps to support the Early Childhood Education/Child Development majors, who can use the collection for their classes. The books are available for checkout to currently enrolled students, faculty and staff (II.C.1.a-20). Preschool classes from the LMC Child Study Center use the library collections to support their curriculum. Librarians collaborate with the Child Study Center teachers to organize class visits and choose appropriate materials (II.C.1.a-21).

Center for Academic Support

The Center for Academic Support and all labs that offer tutoring have sufficient educational technology, materials, and support materials to support student learning and contribute to the achievement of LMC's mission (II.C.1.a-22, II.C.1.a-23).

All labs that offer tutoring are housed in welcoming comfortable spaces, several in new buildings with spaces that were specifically designed for tutoring and study. A variety of seating options and appropriate lighting provide space conducive to learning. The tutoring labs are well equipped with educational materials such as white boards and computers along with discipline-specific education tools.

Computer Laboratories

In order to provide computer lab users a better method to communicate hardware or software failures with the IT&S staff, the Open Source help desk ticket management system was replaced by the district-wide implementation of Sysaid in spring 2013. Sysaid creates a more efficient workflow for those requesting help and for the Information Technology and Services department. The product also provides more efficient methods of communication with those requesting assistance and the ability to build software inventories for workstations (II.C.1.a-24).

Alternate Media

The DSPS Department staff actively stays abreast of current and new laws and procedures regarding the Americans with Disabilities Act and section 508 of the Rehabilitation Act so that the College can remain in compliance. Staff utilize the most current technology and continually investigate new technology to ensure students have access to the most updated tools available

(II.C.1-18). The alternate media specialist attends webinars and training at the High Tech Center Training Unit for California Community Colleges (II.C.1.a-25). DSPS staff are available to assist faculty in selecting appropriate adaptive materials for students with disabilities who are enrolled in their classes (II.C.1-19).

Actionable Improvement Plan

None.

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

Library

All library and learning support services strive to educate users on how to access and utilize the resources and services that they need to be successful. In working toward that shared goal, the library and learning support services groups operate under a shared set of student learning outcomes, as follows:

All students will be able to:

- Access and effectively utilize available campus Library and Learning Support Services.
- Apply knowledge learned and competencies gained from using Library and Learning Support Services to academic coursework and assignments.
- Demonstrate information competency skills needed to meet the research demands of academic course work and lifelong learning.

These learning outcomes help to create a cohesive and collaborative instructional effort across units and departments and allow for comparative assessment analysis. In addition to these shared outcomes, each unit or department within the library and learning support services area has unique and specialized approaches to instruction. The LMC library uses the Association of College and Research Libraries (ACRL) definition of information literacy when designing or implementing instructional strategies (II.C.1.b-1).

The LMC library's program level student learning outcomes (PSLOs) are closely aligned with standards developed by the ACRL and serve as guiding principles for all areas of library instruction, which are:

Students who use the library will be able to:

- Access appropriate information resources available through the library in support of class assignments and course instructional objectives.
- Utilize a broad range of library resources and services available (i.e.: interlibrary loan, remote access to databases, eBooks, “Ask A Librarian” et cetera.).
- Identify and appreciate libraries and library services as a valuable source of information for future academic pursuits, independent study, and lifelong learning.

Librarians provide instruction to all members of the LMC community in the use of library resources, services, information tools and technology through a number of ways:

1. Individual reference interviews and consultations
2. Research and information literacy orientations provided to classes
3. The teaching of credit library instructional courses
4. Learning community collaborations with various departmental faculty
5. Through the “Contact A Librarian” remote (phone, email, instant message, Google+ Hangouts) reference services (II.C.1.b-2).

A reference librarian is available to assist library users either at the reference desk or by appointment. During reference interviews and consultations, emphasis is placed on guiding users to identify the information they need and instructing them on the use of the various information resources and research tools offered by the library. Additional instruction regarding web searching, document creation, printing assistance and website troubleshooting is provided at the reference desk for all library users.

Research consultations are defined as reference interactions lasting longer than 15 minutes, but which are generally 30 minutes or longer. Consultations that are by appointment afford the responsible librarian additional time to prepare and allow for a more in-depth look at the student’s topic and information available. Consultations are usually held in-person at the reference desk or in a librarian’s office; however phone consultations, more lengthy email interactions, and Google+ Hangouts video conferencing are also available for those students who cannot come to the library in-person and for students taking distance education classes or classes at our off-site locations. In-person consultation appointments can also be arranged at the Brentwood Center. Consultation appointments can be made in-person, over the phone, through email, and online using a reservation system on the library’s Contact a Librarian webpage.

The Contact a Librarian page on the LMC Library’s website details additional methods for receiving research assistance and specifically highlights the online reference services being offered. Online reference services, such as email reference, instant messaging, and Google+ Hangouts video conferencing allow students to ask for help from the reference librarians regardless of physical location. Google+ Hangouts allows librarians to share their computer screens with remote library users and provide real-time demonstrations of library resources (II.C.1.b-3).

During instructor-requested research and information literacy orientations, students are introduced to the library website as a portal they can use when searching for academic materials. Librarian-led orientations often include instruction on the research process and incorporate strategies to help students develop information competency skills. Using the library's online catalog and various electronic resources, librarians demonstrate how to access a wide range of materials and instruct students on searching, finding and evaluating information and sources of that information. Orientations and workshops frequently include general or specialized library assignments to help connect classroom activities with library resources. These assignments are developed by librarians in collaboration with the instructor (II.C.1.b-4). Orientations are offered on-site at both the Pittsburg campus and the Brentwood Center (II.C.1-4) and have also been offered asynchronously online through the college's learning management system.

Library Studies 14 (Library Research and Information Literacy Skills) is the library's one-unit transferable course designed to teach students basic information literacy skills. The course is offered completely online and is available to anyone regardless of physical location. LIBST 14 provides instruction on library utilization, secondary research methods, information technology literacy, the ethical and legal aspects of information use, and the critical thinking skills necessary to evaluate information resources (II.C.1.b-5).

In light of the AST degrees and the Faculty Senate's concern about adding units if a local information literacy graduation requirement was adopted, the decision was made in 2012 to stop offering for-credit library courses and instead focus on embedded library and information literacy instruction. Librarians are partnering with subject faculty to create contextualized lessons within their classes (II.C.1-4). This strategy allows for greater outreach and helps reach more students in a more targeted way. This effort includes a project that will help to identify and assess information literacy skills taught across the curriculum. The library team engages in activities such as attending library conferences to monitor strategies for information literacy delivery at other community colleges and the CSUs and holds regular dialog about what will best serve the students we have. This has led to integrated information literacy instruction into a first year experience course. The librarians are also following a state wide initiative by the Council of Chief Librarians to create free open access modules that the colleges can adapt and use.

Center for Academic Support

The Center for Academic Support offers assistance to students in developing their information competency skills. Students work individually with consultants on reading comprehension during all stages of the academic writing process, from clarification of assignment through final drafts. Consultants evaluate students' needs, help them develop skills in the areas where they are lacking and encourage persistence with the end goal of becoming independent learners (II.C.1.a-8, II.C.1.b-6).

Faculty consultants in the Center participate in monthly training sessions to hone their abilities to help students develop critical thinking skills relevant to the information they need to select, evaluate and include in their assignments; all tutors are trained in the Socratic Method and other techniques that promote independent learning skills (II.C.1.b-7).

Computer Laboratories

Faculty, classified staff, and student workers are at hand in the computer labs across the Pittsburgh campus and the Brentwood Center to provide one-on-one instruction and assist students with routine computer questions that commonly relate to printing, accessing the learning management system, and software-specific concerns (II.C.1-7). The Computer Science, Business, and Art/Graphic Design departments offer credit courses for students seeking more in depth instruction relating to computers and software applications.

Alternate Media

The alternate media specialist provides small group and individual instruction on integrating adaptive software and hardware with the computer and online resources available for DSPS students (II.C.1.b-8). Small group sessions are held for training using the LMC portal (InSite) and Web Advisor for registration and related services (II.C.1.b-9, II.C.1.b-10). The DSPS Department also offers a three-unit course in adaptive software, Learning Skills 70 (Adaptive Computer Technology). The course covers in depth use of speech recognition software and scan/read software, in addition to other adaptive and mainstream software (II.C.1-20).

Self Evaluation

Los Medanos College meets this Standard.

Library

In May 2011, the library submitted an update based on the 2008 Self Evaluation Actionable Improvement Plan item for II.C.1.b. The update reported on the progress of efforts to explore an Information Literacy graduation requirement. At that time, the LMC Academic Senate and faculty were in discussions on local graduation requirements -- the outcome was to adopt the minimum Title 5 General Education requirements and to eliminate any additional local graduation requirements or competencies. Those changes took effect in summer 2013. The library has always worked to embed information literacy in existing courses through library instruction and librarian-authored assignments (II.C.1.b-4). The librarians are currently working towards mapping the curriculum and documenting the degree to which information literacy competencies are being taught (II.C.1.b-11). Currently librarian-led information literacy workshops are integrated into the course outline of record for English 100 (College

Composition) and Speech 110 (Speech Communication) (II.C.1.b-12, II.C.1.b-13). English 100 is completed by all students completing an AA/AS degree or who become “transfer-prepared.”

All library instruction services and programs are designed to address the development of information competency skills and are formally and informally evaluated to ensure each activity is purposefully teaching to those competencies, as well as to ensure that the library meets and exceeds the expectations of this Standard. While some information competency focused instruction is designed and delivered solely by the librarians through activities such as research consultations and the LIBST 14 credit course, much of the instruction is integrated into the coursework of discipline specific or general education courses (II.C.1.b-4). This integration allows for faculty collaboration and partnership with content area instructors and serves to connect library student learning outcomes to those specific to the course.

Course level student learning outcomes (library and non-library) are assessed through the CSLO assessment process detailed in the 2012 Assessment Model (*EVIDENCE: A New Model of Assessment with graphics-Spring 2012 TLP**Referenced in Standard I*) Information competency learning outcomes are integrated into PSLOs and assessed through the PSLO assessment process, which is documented in the program review process (II.C.1.b-14).

Center for Academic Support

The Center conducts biennial satisfaction surveys - the last customer satisfaction survey was completed in fall 2013. Regarding student feedback relevant to the development of information competency skills, 85 percent of those surveyed indicated that working with a consultant had improved the way they work on a paper or assignment, and 78 percent of respondents reflected that they believed working with the consultant had helped them succeed in college courses. Of those students who worked with peer tutors, 86 percent of respondents reflected that peer tutors “always” encourage them to use different strategies (using graphs, pictures, predicting, et cetera.) to solve problems, which helps them to solve similar problems/assignments. In addition, 66 percent reported that the tutor “always” helped them to learn skills such as reading the textbook effectively and taking effective notes that helped them be successful in other course; an additional 22 percent reported that tutors “usually” helped them do so (II.C.1.a-23).

Computer Laboratories

The majority of students are satisfied with the availability of computers on campus, and the help they receive using computers in labs (SLO #1 listed below) (*Evidence: Student Satisfaction Survey LMC 2013**Referenced in Standard I*).

SLOs for Library and Learning Support -- Students will be able to:

1. Access and effectively utilize available campus Library and Learning Support Services.
2. Apply knowledge learned and competencies gained from using Library and Learning Support Services to academic coursework and assignments.

3. Demonstrate information competency skills needed to meet the research demands of academic course work and lifelong learning.

Alternate Media

Student understanding is assessed during individual and small group training. Students are also asked to demonstrate their training skills. Students can ask questions and are able to experiment with the software. There are also lessons in the form of handouts used for the individual adaptive software training. At the end of the training, students are asked to demonstrate what they have learned, which provides an opportunity for immediate feedback. Then a summary of the training is provided. For the three-unit Learning Skills course (LRNSK 70), the assessments are more formal. Although the students can ask questions and are asked to demonstrate skills learned as they complete their assignments and labs, their understanding is further assessed through quizzes and tests (II.C.1.b-15, II.C.1.b-16 and II.C.1.b-17).

The computer labs spread across the Pittsburg campus and Brentwood Center have a variety of adaptive software installed to meet the needs of LMC's students (II.C.1-7, II.C.1-18). Once students are trained in the use of their specific adaptive software, they can access it in the campus labs. If they have any questions, need additional training, or have problems with the software, they contact the alternate media specialist.

Actionable Improvement Plan

None

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

Library

Completed in 2007, the attractive 30,000 square foot glass and stainless steel library structure has seating for 300, including five group study rooms, fifty-one computer stations, three conference rooms, two classrooms with computers and seating for 32 people in each, a large community room with a 80 person capacity, as well as offices for the library and IT. Students, faculty, staff, and community members report that they appreciate the comfortable and welcoming atmosphere. The library's carrels, tables, group study rooms and armchairs are in constant use (II.C.1.c-1, II.C.1.c-2, II.C.1.c-3).

The library is open from 8:45 a.m. to 9:45 p.m., Monday through Thursday, and 8:45 a.m. to 2:45 p.m. on Fridays during the spring and fall semesters, for a total of 58 hours per week.

Summer hours are 8:45 a.m. to 6:45 p.m., Monday through Thursday -- the only days classes are scheduled during the summer -- totaling 40 hours per week (II.C.1-15, II.C.1-7).

Librarians assist students, faculty and the public in-person at the reference desk providing services that include in-depth research consultations, instruction on locating library materials, individual information literacy training, answering reference and general information questions (II.C.1.b-3). Circulation staff is on-hand during all open hours to distribute reserve textbooks, checkout circulating materials and answer general information questions. They also reserve study rooms, assist with printing and copying and provide referrals to reference librarians (II.C.1.c-3). The reserve textbook collection at the Brentwood Center is available for student use during hours when the front desk staff is on site 8 a.m. to 7 p.m. Monday through Thursday, and 8 a.m. to 2 p.m. on Fridays. Students at the Brentwood Center can also check out and return non-reserve library materials belonging to all CCCC libraries during the same hours.

The library catalog is available online through the library website, making it accessible to all users regardless of location. The catalog includes records for physical materials in the library, including books, videos and music CDs and links to items available online including electronic books and streaming videos. The catalog informs patrons of the specific location of library items and whether the item is available for check out. Items checked out to another patron may be placed on hold for check out when the item is returned. The catalog is shared with the libraries at Contra Costa and Diablo Valley colleges, making those collections available for hold or request as well (II.C.1.c-4). In addition to the materials listed in the library catalog, a complete, searchable list of all print and electronic journal titles can be found through the Electronic Resources link on the library website. Users are able to locate periodicals by title and link directly to those available in the library's electronic databases (II.C.1.c-5).

The LMC librarians have taken steps to better serve the growing enrollment at the Brentwood Center. In 2009, the LMC Library secured funding from LMCAS to begin a circulating reserve textbook collection housed at the Brentwood Center. The reserve textbook collection has grown from a few donated instructor copies to 150 volumes that circulate regularly (II.C.1.a-16). Textbooks on reserve in Brentwood are available for check out from 8 a.m. to 7 p.m. Monday through Thursday, and 8 a.m. to 2 p.m. on Fridays and may be used for two hours at a time. Initially reserve textbook checkouts were tracked using a paper-based system; then a network upgrade at the Brentwood Center in January of 2010 allowed for installation of the Millennium integrated library system software on computers utilized by the Brentwood front office staff. This change allowed them to circulate materials electronically and view patron records in real time (II.C.1.c-6). Since fall 2011, procedures are in place allowing students to pay their late fees at the Brentwood Center (II.C.1.c-7). These improvements are two examples of expanding and upgrading services at the Brentwood Center that required close partnership between the librarians and classified staff in Brentwood. The librarians and library staff are committed to

providing ongoing training and professional development in-support of library services in Brentwood.

Librarians teach information literacy workshops and offer project-based reference hours at the Brentwood Center throughout the year upon instructor request. Librarians meet the reference needs of Brentwood students via phone, email, instant message, and Google+ Hangouts video conferencing.

The LMC library electronic resources can be accessed 24-hours a day, seven days a week by all students, faculty and staff via the library website from anywhere with internet access. All users of these resources at the Pittsburg campus and Brentwood Center gain access via IP authentication without additional log in requirements to facilitate access. Current students, staff, and faculty log in from off campus via a proxy server using their last name and student or employee ID number. The general public may access all library electronic resources on-campus in the Library Information Commons or anywhere on campus with a personal laptop using LMC's wireless network access. Selected to support student learning in programs across the college, the electronic resources collections contains a carefully curated group of more than 50 different subscription-based databases (II.C.1.c-8). The Library website encourages use of electronic resources by featuring different databases on the library homepage (II.C.1.c-9)

Librarians assist remote users via the telephone, email, instant message, and Google+ Hangouts video conferencing. Students may view available appointment times and schedule reference consultations with librarians online via the Library website (II.C.1.b-2).

A color, and two black and white printers, along with two photocopying machines, are available for public and student use in the Copy/Print Room on the first floor of the Library. Users may print from any library computer or wirelessly from personal laptops

Center for Academic Support

- *Reading and Writing Consultations*

Located in a highly visible location on the entry level of the College Complex, the Center for Academic Support is open 8 a.m. to 7 p.m. Monday through Thursday, and 8 a.m. to 1 p.m. on Fridays during the spring and fall semesters. Summer hours vary; however, the Center is typically open between 8 a.m. to 6 p.m. Monday through Thursday. Regularly scheduled front desk staff assist in serving students with the primary role of welcoming students, scheduling appointments, and ensuring that all students are able to locate the help they need. Reading and Writing Consultants are scheduled to provide all LMC students quality help with their school work from 9 a.m. to 7 p.m. during the fall and spring semesters on a drop-in and by appointment basis. Consultation hours offered at the Brentwood Center vary each semester, depending on the availability of consultants.

In addition to face-to-face consultation, the Center for Academic Support provides asynchronous online consultation services for both Brentwood and Pittsburg, as well as online and off-site students. This service is available to all students during regularly scheduled hours (with the exception of Fridays, which provides for consultations responses until 4 p.m.). The online service requires a 48-hour response time, though response time is typically 24 hours.

- *Peer Tutoring*

The tutors in the Center are scheduled on a “by appointment” and or a “drop-in” basis from 9 a.m. to 7 p.m. Mondays through Thursdays, and Fridays from 9 a.m. to 1 p.m. Anatomy tutors are scheduled an additional hours two to three times a month to work with students in the Anatomy Lab during the day. Some ETEC tutors also work beyond the 9 a.m. to 7 p.m. time frame since they work in the class lab sessions both earlier and later. Brentwood tutoring is conducted in the tutoring room (Room 13); tutoring days and hours are based on tutor availability. Tutors who are hired to work at the Brentwood Center are at least second semester tutors who have been recommended for a variety of different subjects (II.C.1.c-10).

Tutoring for most areas is conducted in the Center for Academic Support. However, some tutors require equipment that is not readily available in the Center. These tutors work in different areas/labs such as the ESL Lab, Music Lab, and Business/Computer Science Lab. The tutors check-in at the Center and then go to these areas as needed. All students seeking help from tutors initially come to the Center for Academic Support. All labs offering tutoring services provide satisfactory access to these services by maintaining sufficient hours of operation - the hours of operation are listed on the websites for each lab (II.C.1.a-9, II.C.1.c-11, II.C.1.c-12, II.C.1.c-10).

The Center captures student use through appointments made on SARS GRID and a student log-in program, SARS TRAK. The information collected through both databases provides information about days and times of student use and for which classes they are seeking help (II.C.1.c-13).

Computer Laboratories

Most computer labs on campus are open for students from 8:45 a.m. to 9:45 p.m., Mondays through Thursdays, and until 2:45 p.m. on Fridays. Discipline-specific labs typically are open fewer hours, and their hours are posted on their websites (II.C.1-7).

Alternate Media

Alternate Media services are available on level 2 of the library from 8:45 a.m. to 9:45 p.m., Mondays through Thursdays, and until 2:45 p.m. on Fridays.

Self Evaluation

Los Medanos College meets this Standard.

Library

Online access to library resources, services and instruction has been expanded to increase availability to distance and off-site learners, and the Brentwood Center, which has resulted in improved access for all students. Major areas of change and improvement are the library's electronic resources, virtual reference services and the library catalog. Implemented improvements were the result of strategic evaluation and planning by librarians and library staff and reflect a commitment to offering services and support to users regardless of location or means of delivery.

Improvements to the library's electronic resources collection addressed issues of accessibility and programmatic coverage. Prior to a 2009 library webpage reorganization, databases were listed alphabetically requiring students to know exactly the title of the resource they wished to access. The redesign resulted in an electronic resources portal screen that allows the user to view suggested databases by type of information needed, subject content, or alphabetically by title. Grouping available databases by subject content directs users to the appropriate resource for the discipline they are studying (II.C.1.c-14). The changes also improved access to the print periodical holdings by incorporating holdings information into a searchable database of electronic subscription information (II.C.1.c-15).

Efforts to provide reference services to students outside of the physical library have moved beyond traditional methods of phone and email reference to include instant messaging and video conferencing. The library began offering a chat reference service in 2007 using a free, web-based instant messaging service. Beginning in fall 2012, the Library began using a fee-based system that is shared with Diablo Valley College. However, the librarians are currently reviewing other service providers for a possible change. Video reference service was launched in April 2013 using Google+ Hangouts. Originally developed for implementation at the Brentwood Center, video reference service is offered and promoted for use by all students. The technical services librarian implemented the service and provided necessary equipment in Brentwood, in partnership with the Brentwood Center staff.

Usability of the Library catalog improved with an upgrade to WebPAC Pro software in summer 2011. This upgrade offered additional features such as spell check and improved relevancy ranking of search results. Beginning in the fall 2011, the CCCCD libraries began a process of evaluating and updating the look and functionality of the online public access catalog (II.C.1.c-16). Led by the electronic resources librarian at LMC, every function of the catalog was reviewed and the look of every page was updated. New or updated functions include the ability to limit the search to locations within individual colleges, updated locations, languages, and

material types. The new design includes new headers for each college and the combined collection, a streamlined interface and new icons for material types. The new site was launched in June 2012. This model of intra-district collaboration was so successful that it is being used to explore a new district wide integrated library system (II.C.1.c-4). The simple, updated design is visually appealing and eliminated unnecessary links. ADA compliant material type icons make it easier to determine material format. The new advanced search feature allows users to limit by location within the library by material type, language, and published date. A new streaming video collection is now also available via the catalog, making video content available for the first time to remote users (II.C.1.c-4).

Center for Academic Support

- *Reading and Writing Consultations*

Due to College wide budget reductions, available consultation hours had declined from a high of 69 hours in spring 2010 to 40 hours in spring 2013. LMC then increased consultation hours to 55 hours in fall 2013. In addition, the College has been able to restore a budget for hiring graduate assistants to consult in the Center; four graduate assistants were hired to work in the CORE in spring 2014.

In 2008, LMC noted the need to develop a plan for Brentwood Center that includes a permanent space with additional computer work stations and expanded hours to meet the needs of the students at that location. The Brentwood Center now has a space devoted for tutoring and Reading and Writing Consultations. In spring 2014, five hours a week of faculty consultation were offered; again the College has been constrained by both the availability of consultants and budgetary limits.

- *Peer Tutoring*

Access to peer tutoring has increased as a result of the consolidation of services in the Center for Academic Support. In fall 2008, there were 403 tutoring contacts, compared to 1,479 in fall 2013 (II.C.1-24). In addition, the tutoring program received funding for 2013-14 to hire a 20-hour per week tutoring assistant. This assistant supports the coordinator in maintaining both access and quality of service for the program.

Computer Laboratories

When LMC students need a computer to complete an assignment, they can find one available in one of the computer labs at the Pittsburg campus and at the Brentwood Center. All labs are adequately staffed and supervised, and students have easy access during regular college hours (II.C.1-7).

Access to the InSite portal and cloud-based Microsoft Outlook email is provided to all employees and students and is accessible from any internet-connected computer (II.C.1.-9). The learning management system is available online 24-hours a day, seven days a week, to students and instructors enrolled in or teaching online classes (II.C.1-8). Some access to campus resources is available through a secure Virtual Private Network (VPN).

Alternate Media

In 2011, the alternate media specialist moved to the LMC library as a result of relocations necessitated by remodeling the College Complex on the Pittsburg campus. Because the library is open for more hours than the previous High Tech Center had been, disabled students now have greater access to adaptive technology in the new location, such as the scanning station and the closed caption TV. Students have also benefitted by longer hours to drop off request forms and pick up alternate media. The library also offers a greater amount space for DSPS students to work and more room for the production of alternate media material. Having a DSPS staff person stationed in the library has the added benefit of helping DSPS students feel comfortable in the library. The library staff also benefit from having a DSPS professional on hand as a resource – there is now a constant dialog between DSPS and the librarians (II.C.1-15).

Actionable Improvement Plan

None.

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

Descriptive Summary

Library

The LMC Library is located at the front (north side) of the campus off Leland Road. At the entrance to the library there is a Campus Police Information Center, which is staffed intermittently before and after campus police make their rounds. The lower level of the LMC library building contains one community room, two conference rooms, an art gallery, restrooms and the library itself. The lower level of the library includes the information commons with fifty-one computers for general use, five group study rooms, a printer/copy room with three printers and two copiers. Copiers and printers are available for all library patrons and are maintained by Pinnacle Vend Systems. Response time when an issue arises is typically within 24 hours. The upper level of the library has a computer commons area with eight computers for student use and alternative technology equipment, two computer labs/classrooms with 32 computers in each, and

an Advanced Media Room – all are for both student and faculty use. In all public areas, computer equipment is locked down with security cables and marked as district property.

There is only one public entrance into and out of the library building. It is equipped with a 3M anti-theft security system, which includes a counter to keep accurate records of the number of people entering and exiting the library. All materials, including books, periodicals, CDs, DVDs, and videos, are tagged with anti-theft tape that needs to be desensitized at checkout. The circulation desk is staffed by library assistants and student workers at all times when the facility is open. Minimum staffing levels during open hours require one library assistant at the circulation desk and one student worker on each level of the library (II.C.1.d-1). Library equipment and materials housed at the Brentwood Center are kept in locked cabinets to prevent theft.

All emergency exits have alarms that will sound if opened/activated. Library personnel have been instructed on the proper egress for each area of the building in case of an emergency (II.C.1.d-2).

An extensive inventory of the library was completed in November 2011 and targeted inventories are done by the student workers once a month. In addition to formal inventories, student workers are required to shelf read assigned area of the stacks daily to help identify books that might be damaged or misplaced (II.C.1.d-3). Similar inventory and shelf reading procedures are in place for the textbook reserve collection.

Librarians and staff members manage any student conflicts or situations as they arise. Campus security, which includes campus police officers and police aides, and Pittsburg Police will be called in if the need arises. Campus police and police aides routinely walk through the library to increase visibility of campus security and promote safety. Information about campus safety and security resources can be found on the LMC website (II.C.1.d-4).

Center for Academic Support

The Center for Academic Support is located in the center of the College Complex on the third level. Computers and monitors are locked down with cables and marked as LMC property to discourage theft. The computers in the Center for Academic support are maintained by the IT&S Department. The pay-for-print system is serviced and maintained by an outside company, Pinnacle Vend Systems. The laptops are secured in a locked cart, which is placed in a locked room. This locked room is also used to secure the electronic keyboard and human skeleton used for anatomy tutoring -- only the lab coordinator has access to the key.

Computer Laboratories

There are two computer center technicians and a number of computer aided instructional assistants who oversee the day-to-day operations of campus computer labs. The IT&S

Department procures, deploys, and maintains the majority of computers. The daily operations of the labs are overseen by the staff who ensure that labs are open and accessible during designated hours and that the equipment and facilities are both secure. Computer labs are upgraded on a systematic basis, beginning with requests that are made for software or hardware upgrades through the Resource Allocation Process (II.C.1.d-5).

When students experience a computer issue, they report the problem by informing the staff or faculty in the lab, calling the help desk, or submitting a ticket via email. Students, faculty, or staff may call the help desk or submit a service ticket via email. The IT&S help desk in the library is staffed Monday through Thursday from 8 a.m. to 10 p.m., and Friday from 8 a.m. to 2:45 p.m. Help requests are entered into Sysaid, an electronic ticketing system. IT&S technicians access Sysaid tickets and complete requests based on level of urgency (II.C.1.d-6).

The CCCCD maintains the computer network by which the LMC library's electronic resources are made available. The District began an infrastructure upgrade at LMC in October 2013. Network switches were scheduled to be replaced with upgrades and IP phones to be installed by May, 2014.

Campus police routinely make rounds through the LMC computer labs to ensure the security of campus property and the safety of the college community. All computers are attached by wire cables to the tables to prevent theft (II.C.1.d-4).

Alternate Media

The IT&S Department maintains campus computer labs and coordinates with the alternate media specialist to ensure that all adaptive technology is effectively installed and ready for student use (II.C.1-7). During library hours of operation, the library staff, media department staff, and alternate media specialist are present to oversee the facility. Police Services conducts patrols during the day and is responsible for security when the library is closed.

Self Evaluation

Los Medanos College meets this Standard.

Library

The library building was broken into in 2010, 2011, and 2013 resulting in thefts of library property, money, and damage to the building. Since the first break-in, closed circuit cameras have been positioned at the circulation desk facing the reserve collection and at the rear entrance to the building where the thefts occurred. The library staff has taken steps to ensure that cameras do not violate any patron privacy protections. Improved collection management, cash handling, and security procedures also have been implemented (II.C.1.a-17).

Center for Academic Support

The technology in the Center is effectively maintained and secured by current college resources. The Center's staff effectively maintains equipment. There have been no problems with security.

Computer Laboratories

Los Medanos College meets this Standard by providing maintenance and security for all computer laboratories (II.C.1.d-5).

Alternate Media

Devices for student loan are kept in a locked cabinet within a locked office when not checked out to students.

Actionable Improvement Plan

None.

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 agreement.

Descriptive Summary

The library and learning support service areas contract with a variety of educational technology and service providers for software and services that facilitate operations, provide content, outfit student computer labs or assist disabled students.

Library

Millennium OPAC: LMC utilizes Millennium, an integrated library system, which manages patron and materials records and is the backend of the online public access catalog. The cost, support and use of Millennium are shared by all three colleges in the District. Library patrons have the option of viewing the College collections individually or collectively. Interlibrary loans from other college libraries within the district can easily be requested via the shared catalog. The District Office maintains LMC's Millennium contract with the vendor, Innovative Interfaces (II.C.1.a-13).

OCLC Cataloging: The library uses Connexion, a service provided by OCLC, to copy catalog library records for new library materials and to download them into Millennium (II.C.1.e-1).

Electronic Resources: Beginning in January 2012, the state began to provide California community colleges with a base package of informational databases. In order to supplement this collection, LMC library purchases a variety of subscription-based electronic resources via the Community College Library Consortium (CCLC) (II.C.1.e-2).

Print Subscriptions: The library's subscriptions for print journal, magazine, and newspaper titles can be viewed via an online subscription management system from EBSCO Information Services (II.C.1.e-3). A few local newspapers are subscribed to annually directly from the publisher.

3M: The library maintains a contract with 3M for its security system. 3M Tattle Tape is placed in all library materials. Patrons enter and exit the library through a 3M security gate. Items that have not been properly checked out cause the alarm to sound (II.C.1.e-4).

Gimlet: LMC Library began an annual contract from Sidecar Publications to license Gimlet for \$120 per year during February of 2012. Gimlet is software that tracks patron interactions (II.C.1.e-5).

GALE Cengage Learning: In fall 2010, the library started standing orders for six popular book series directly through the publisher. The standing orders ensured that students have access to all books in the series as soon as they are published and that the College saves 35 percent off the list price. Librarian and staff time that would normally be used to select and order each title is also saved (II.C.1.e-6, II.C.1.e-7).

Baker and Taylor: In fall 2010, the library reviewed its choice of primary book supplier and decided to make a change. The new vendor, Baker and Taylor, offers an order website that included embedded selection tools and reviews, significant discounts and a method of binding paperback books that is more visually appealing (II.C.1.e-8).

Center for Academic Support

Not applicable.

Computer Laboratories

As computer labs are updated and new software is installed, the technology systems manager ensures that the software licensing is current and that only licensed software is installed. Software is purchased according to CCCC Board Policy and licensing records are maintained by the senior administrative assistant of IT&S (II.C.1.e-9, II.C.1.e-10).

All computer labs offer free printing or pay-for-print by using a vendor system provided by Pinnacle Vend Systems. Pinnacle Vend Systems employees come to campus to maintain their

equipment, re-stock paper and replace toner cartridges. The library Circulation Desk staff keep a report of any equipment maintenance issues and a small amount of cash on hand to refund to students in case of an equipment failure. The library staff maintains a Pinnacle Vend Systems cash accounting log (II.C.1.e-11, II.C.1.e-12).

Alternate Media

LMC DSPS Department contracts with the following services:

- Rapid Text: Computer Aided Remote Transcription (CART) used for closed captioning of live classroom lectures (II.C.1.e-13).
- American Sign Language interpreters (II.C.1.e-14).
- Alternate Text Production Center of the California Community Colleges for electronic text files, electronic Braille files, Braille books and documents, tactile graphics. This service is contracted and grant funded from the State Chancellor's Office (II.C.1.e-15).
- The low vision software and screen reader software is kept current by use of software maintenance agreements; therefore the College receives all software updates automatically (II.C.1.a-13).

Self Evaluation

Los Medanos College meets this Standard. The library and learning support service areas evaluation of outside services demonstrates effective dialog between faculty, classified staff, and managers who take responsibility for and assures the reliability of all services. The library and learning support service areas continuously seek improvements that provide additional or upgraded service or lower costs.

Library

Millennium OPAC: Integrated library systems are in the early stages of moving from on-site server based systems to cloud-based systems. The CCCC libraries will need to replace their Millennium server or move to a cloud-based system in approximately three years. A district-wide ILS Research Committee has been formed and has begun the process of researching the best options for the future direction of the shared system. Led by LMC, librarians from across the District have had visits from two different vendors, attended information sessions at conferences, participated in webinars, and hosted a flex session to have a shared dialogue between district-wide librarians and staff. The LMC technical services librarian organized and hosted nation-wide webinars on integrated library system upgrades, sponsored by the California Academic and Research Libraries Association (CARL). Over 324 librarians from across the globe attended the webinars live (223 librarians on October 9, 2013; and 101 librarians on October 16). As of October 18, 2013, 186 librarians have accessed the archived version of the webinar (152 librarians for the October 9 webinar; and 34 librarians for the October 16 webinar). The technical services librarian has received positive feedback from librarians who attended the webinar

indicating that the webinars would help them make informed decisions on upgrading to a new ILS (II.C.1.e-16).

OCLC Cataloging: This is a standard library procedure that creates efficiency and cost saving by sharing cataloging records.

Electronic Resources: By making purchases through Community College Library Consortium (CCLC), the College is able to take advantage of discount prices negotiated for community colleges across the nation. Electronic resources are renewed annually, starting either on January 1 or on July 1. Electronic resources are selected to support student learning across all LMC programs. Existing collections are reviewed and evaluated annually based on price, usage statistics; and feedback from students, faculty, and librarians. New resources are piloted regularly. Resources that meet student needs are renewed. Less popular resources are replaced with new ones that will then later be evaluated (II.C.1.a-15).

Print Subscriptions: Print subscriptions are reviewed annually at renewal time. Popularity of electronic resources and budget cuts created a need for the librarians to cut titles from the print collection. The first cuts were to journal and magazine titles that are duplicated in electronic collections. Secondary cuts were made to high priced titles with low usage (II.C.1.e-17, II.C.1.e-18).

3M: In 2012, the library director reviewed the 3M Contract and made the decision to cancel the service contract on the self-check-out machines. Usage data from the machine provided evidence that it was not being used enough to justify the expense.

Gimlet: LMC is able to quickly access student learning needs and interests, and the reports generated allow librarians and staff to analyze the data to make improvements when selecting new materials, designing curriculum, and planning reference hours. Using Gimlet to track patron interactions electronically is more accurate and efficient than the old paper-based system. Before Gimlet, patron interactions were manually tallied in a binder and then the hourly totals were transferred to an Excel spreadsheet. Gimlet allows the librarians to customize the information they would like to track. The librarians are currently using pull-down menus to identify the following characteristics about reference interactions: duration, question type, patron type, format, and location. The form also provides space to write notes about the type of information requested. Gimlet allows the librarians to view valuable reports that help them to better understand patrons and their information needs (II.C.1.e-19).

Center for Academic Support

Not applicable.

Computer Laboratories

The IT&S Department meets this Standard by maintaining an accessible file of all contracts and licensing agreements. If hardware or software does not meet the obligations of the contract, the IT&S Department works with the vendor to rectify the issue.

Alternate Media

- **Rapid Text: Computer aided remote transcription (CART):** This service is contracted for specific classes and can be re-evaluated each semester. If the DSPS counselor or alternate media specialist receives student complaints, they have the option of using a different company the following semester.
- **American Sign Language interpreters:** This service is contracted for specific classes and can be re-evaluated each semester. If the DSPS counselor receives student complaints, the department has the option of requesting different interpreters or using a different company the following semester.
- **Alternate Text Production Center of the California Community Colleges:** This is a state wide service with an advisory board that meets three times per year to ensure the effectiveness of the service (II.C.1.e-20).
- **The low vision software and screen reader software:** The CCCCDC uses industry standard software.

Actionable Improvement Plan

None.

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

Library

The library uses a variety of evaluation methods to ensure the services and resources it provides meet the needs of the College and its students. The results of these evaluations are used to inform and improve library planning and decision making in areas related to the use, access, and learning outcomes. Much of the library's evaluation projects are ongoing and integrated into departmental planning and purchasing decisions.

Examples of ongoing evaluation projects are:

Program Review: The library participates in the College's program review and resource allocation process. This process requires that a comprehensive program review is completed every five years, with updates completed annually. The program review process allows for the creation and tracking of operational objectives and goals, as well as the assessment of program level student learning outcomes (II.C.2-1).

Statistics: Statistics collected daily at the Circulation and Reference Desks are used to track and evaluate the demand for informational and instructional services provided by library staff. These statistics inform decisions related to staffing needs, scheduling, and collection development. Additionally, the tracking service used at the Reference Desk creates an archive of the topics being asked about, and the types of resources needed for the collection. Statistical reports are also generated from the integrated library system and electronic databases which are used to evaluate usage of library materials (II.C.1.b-3, II.C.1.a-15).

Surveys: A student satisfaction survey was conducted in fall 2013. Students were asked to rate their satisfaction with "the availability of needed materials in the library" – 80 percent of responding students reported that this question was applicable to them and 91 percent of those students stated that they were satisfied or very satisfied (II.C.2-2).

Print Periodical Review Project: The library maintains subscriptions to print editions of magazines, journals, newspapers, and trade publications. The print collection is reviewed annually by the librarians for cost effectiveness and possible duplication with electronically offered titles. A patron use project was done in 2009-10 to monitor which titles were being used and to give insight into how the print collection was most beneficial to students and community users. The librarians decided to continue to provide access to daily print newspapers, weekly news magazines, non-duplicated trade publications and scholarly journals, and monthly popular magazines that are low cost to the College, but of interest to students. This review has resulted in cost savings to the College and a more streamlined print periodical collection (II.C.1.e-18).

Circulating Collection Maintenance Project: The collection maintenance project detailed in Standard II.C.1.a of this self evaluation report is the main mechanism for evaluating individual titles and the collection as a whole.

In addition to ongoing evaluation activities summarized above, the library uses student learning outcome (SLOs) assessment projects to ensure that the services and instruction being offered are supporting the students' achievement of those outcomes. Examples of projects designed to assess program student learning outcomes (PSLOs) in the library are:

Group Study Room Assessment Project: This project involved surveying students who were making reservations to use the library's five group study rooms and was intended to track the usage of the rooms in order to identify how often they were in use and if any patterns were observable. A survey was given to the student when the reservation was made asking the intended use of the room and which program or course the work was addressing (II.C.1.b-18).

Library Orientation Outcomes Assessment Projects: The library has tried different methodologies when assessing student learning in library workshops. In 2008, a project was piloted that involves collecting bibliographies from final research papers of students in English 100 (College Composition) for examination to track the use of library-provided resources and database content. The pilot looked only at courses which had included library orientations, but did illustrate the use of library electronic resources and provided evidence that a bibliography review project could be used to assess the learning outcomes of the orientations (II.C.2-3). A second project was initiated in 2009, but did not result in a large enough sample to be useful. The most recent assessment project was initiated in 2012 and included papers collected from sections that did not receive a library orientation. This same group of research papers was used by the English Department for a course level assessment project which will allow the library to assess library student learning outcomes and compare the results of that assessment to the results of the English assessment. The data from that project is still being analyzed by the library. The English faculty did look at the students' use of source material and concluded that students had trouble finding and incorporating sources into their research papers. The comparison of coursework from students who had a library orientation to those students who did not will help in addressing this need (II.C.2-4).

Librarians are also partnering directly with faculty to evaluate and assess student learning in library workshops by co-creating assignments that are collected and reviewed by both the class instructor and the library team. This allows for the integration of information literacy skills and outcomes within the course content creating a contextualized lesson that can be used to measure information literacy outcome and course specific outcomes simultaneously (II.C.2-5, II.C.2-6).

Research Consultation Assessment Project: Research consultations are interactions between a reference librarian and a student or group of students, and involve a deeper level of instruction than what is normally found in a reference desk exchange. Typically lasting 30 minutes or more, consultations are one of the best methods of providing targeted one-on-one teaching. The librarians have developed learning outcomes specific to the research consultations and have designed an assessment project to be implemented in fall 2014 (II.C.2-7).

Along with the formal assessment project, the librarians have additional information to help them evaluate the effectiveness of the instruction taking place at the reference desk. In fall 2007, three new full time faculty librarians were hired and were participating in the tenure review process.

As part of that process, each librarian was required to collect student evaluations at the reference desk. The results of those evaluations were reviewed by the individual librarian, the library department chair, and the Tenure Review Committee. A total of 552 evaluations were collected and the resulting data was aggregated to maintain the confidentiality of the tenure review process. While the data collected is self-reported by the student, it has given the library team insight into how students perceive the usefulness and effectiveness of the instruction taking place at the library reference desk. The collection of similar data over a long period of time and for multiple librarians also helps to show that the quality of instruction is consistent. For example, 95 percent of respondents report that the librarian was able to clearly explain the library resources available to them (II.C.2-8).

The evaluation and assessment activities described above help the librarians and library staff to better address the needs of the College community. These internal evaluations provide much-needed data regarding the use and accessibility of library services and resources and help to measure the impact on student learning. There are also external projects that influence how and when library resources are evaluated. Surveys conducted by the U.S. Department of Education, Association of College and Research Libraries, and the California State Chancellor's Office collect and track data related to the size and use of the collection, staffing levels, and materials expenditures. Survey data is compiled and published by the respective organizations. The librarians actively pursue relevant professional development opportunities designed to ensure that they are keeping up to date with new developments in their profession and learning about new technological or pedagogical strategies that would benefit students.

Center for Academic Support

- *Reading and Writing Consultations*

The Center conducts a satisfaction survey every two years to assess student satisfaction and needs. The survey asked students to rate their satisfaction with both the Reading and Writing Consultant and tutoring services they received in the Center. Overall, 73 percent of students who completed a survey reflected that they were “very happy” with the services they received, with an additional 7 percent indicating they were “mostly happy” with services. Although 20 percent did not respond to the question, none of the respondents reported being unhappy with services provided. Of those who responded to questions about working with a consultant, 71 percent answered that working with a consultant had positively affected the way they work on a paper or assignment, and 65 percent of the respondents reflected that they believed working with the consultant has helped them succeed in college courses – only 4 percent felt that working with consultants has not helped them in college courses. Of those students who worked with peer tutors, 86 percent of respondents reflected that peer tutors “always” encourage them to use different strategies (using graphs, pictures, predicting etch) to solve problems, which helps them

to solve similar problems/assignments. In addition, 66 percent reported that the tutor “always” helped them to learn skills such as reading the textbook effectively and taking effective notes that aided them to be successful in other courses. An additional 22 percent reported that tutors “usually” taught them how to use such skills (II.C.1.a-23).

In fall 2012, faculty leads for the Center for Academic Support began working on a plan to assess student learning as a result of faculty consultations. That plan grew out of professional development workshops with the faculty consultants and their input on both difficulties students seemed to experience during consultations, and ways that might help students get more out of the sessions in terms of long-term learning. The pilot, conducted in spring 2013, had the following goals:

- To assess what students want or need from a session compared, or contrasted, to what consultants deem the student needs
- To assess what students learn and understand to apply after the session.

From the students’ initial statement of goals for the session, LMC learned that they have grand expectations and unrealistic goals -- often just checking all or most of the boxes provided for the session with 40 percent having no realistic assessment of their own needs. And after a 25-minute session, still 20 percent of students could not or would not write out a brief few sentences about necessary next steps. Center staff were intrigued by the results, although there is much that needs to be improved both in terms of the results and the process. As a result, a second pilot was completed in March, 2014 (II.C.1.b-6; II.C.2-9).

- *Peer Tutoring*

The Tutoring Support Team (TST) consists of lab coordinators, faculty liaisons from departments that use tutors, the manager of the area, and the library director. It is this team that advises on all aspects of college wide tutoring. The team is also responsible for developing, evaluating, and revising both SLOs and tutoring learning outcomes (TLOs) (II.C.2-10). Both student learning outcomes and tutoring learning outcomes (for tutors) were first developed in 2008-09. Both sets of learning outcomes were reviewed and revised in November 2012. Students who use tutoring services both in the Center and in all lab areas on campus are asked to complete SLO assessments.

Tutor training is also guided by the SLOs of tutoring and the TLOs (II.C.1-26). At the end of each training session, tutors are asked to evaluate all training sessions, both the pre-semester and ongoing training sessions, and changes are made each semester based on feedback on the evaluations (II.C.2-11, II.C.2-12).

Computer Laboratories

Student satisfaction in open computer labs is assessed by the Student Satisfaction Survey, which includes questions that relate to satisfaction with computer labs (II.C.2-2). In addition, a survey was administered in February 2014 to 60 students who used the open computer lab on level 2 of the College Complex, a lab that was previously used primarily for computer science and business classes. This survey indicated that 90 percent of students “strongly agreed” or “agreed” that they were able to find and use what they needed in the computer lab; were comfortable using computers and applications in the lab; and were able to research and find valid sources for their assignments (II.C.2-13).

Alternate Media

DSPS has administered a customer satisfaction survey to current DSPS students via email and 112 students completed the survey. The results indicate a majority of students are satisfied with their DSPS contacts and services. Overall, students report that they are either satisfied or very satisfied in 86.6 percent of the responses. The majority of responding students reported they had not used either assistive technology or alternate media services (68 percent for both respondent groups). Students responding that they had utilized alternate media and assistive technology services were satisfied or very satisfied (II.C.1-19).

Self Evaluation

Los Medanos College meets this Standard.

Library

The LMC library has developed a culture of evaluation that meets the expectations of this Standard. The library is committed to reviewing all aspects of its operation to ensure that service and resources are meeting the needs of the college community efficiently and effectively.

Center for Academic Support

- *Reading and Writing Consultations*

The Center for Academic Support demonstrates ongoing evaluation of services to ensure it meets the needs of students. The Center reports on the use of its services and tracks the number of students served, the subject coverage of its tutoring services and availability of reading and writing consultations. Services are evaluated each semester and any identified gaps in service are addressed in recruiting, training, and hiring (II.C.2-14, II.C.2-15, II.C.2-16, II.C.1-30).

In addition, LMC has piloted an assessment of SLOs in the Center, and based on results has designed an improved assessment, which was scheduled to be implemented in spring 2014 (II.C.1.b-6, II.C.2-17).

The Center has followed through on the 2008 report planning agenda to offer flex workshops on ways to utilize the Center for faculty and students, including an activity on writing clear assignments and connecting students to the Center for reading and writing needs (II.C.2-18).

- *Peer Tutoring*

The college wide tutoring program has done a good job of seeking information from the Tutor Support Team in order to guide training sessions based on the needs the team has observed. The program has also been successful evaluating all training sessions and using the results to improve the pre-semester and ongoing training sessions based on the needs of the tutors (II.C.2-19). Although the evaluations are a valuable tool and allow for immediate feedback, the SLO and TLO assessments have given the program and the team a clearer picture of what training/tutor development is still needed.

The student evaluations typically demonstrate that students are very satisfied with tutor services. A better guide to student need and tutor training need are the SLOs and TLOs (II.C.1.b-7, II.C.2-20, II.C.1.c-13).

Computer Laboratories

Access to appropriate technology is critical for student success. IT&S meets this Standard by providing access to standard software, such as Windows XP (upgrading to Windows 7), Microsoft Office 2010, Internet Explorer, Mozilla Firefox, and discipline-specific software. Instructional faculty advise IT&S on the purchase of discipline-specific software that is the industry standard in their fields of expertise. The software used in each class is tied to the course outline of record and its student learning outcomes. Evaluation is part of the course-level assessment (II.C.2-21).

In addition to the 2013 Student Satisfaction Survey, an assessment was conducted in Spring 2014 to capture student feedback about how the open computer lab on level 2 of the College Complex, formerly used mostly by computer science and business students, is helping students achieve learning outcomes in the courses for which they use the labs. This survey indicated that 90 percent of students “strongly agreed” or “agreed” that they were able to find and use what they needed in the computer lab; were comfortable using computers and applications in the lab; and were able to research and find valid sources for their assignments (II.C.2-12). However, an assessment of the degree to which work done in the labs is helping students achieve learning outcomes in their courses still needs to be designed and implemented. The design of such an assessment is scheduled to be completed by the end of spring 2014, with implementation of the

assessment in fall 2014. Results of the assessment will inform improvements of the labs for spring 2015.

Alternate Media

The alternate media specialist works with various departments to adjust learning support services to meet students' needs. In addition, DSPS strives to increase the collaboration between departments, faculty, and staff by participating on committees and providing FLEX training (II.C.2-22, II.C.2-23). During these meetings and trainings, the participants are able to provide input on how DSPS learning support services are operating in their area and give suggestions. DSPS strives to evaluate and improve its student support services from the feedback it receives from these sources.

The DSPS Department also participates in the College's planning processes via program review and the development and assessment of program level student learning outcomes. One of the SLOs for the Learning Skills 70 course is to demonstrate the ability to customize settings with Kurzweil 3000. To accommodate the increasing number of students taking Learning Skills 70, LMC upgraded its version of Kurzweil 3000 to include more simultaneous users. The upgraded version is a web licensed version, which adds greater installation flexibility. It is limited by simultaneous users and not by the number of computers on which it is installed. Learning Skills 70 was assessed in fall 2012 (II.C.2-24). During the program review process, the DSPS Department sets strategic priorities, which include student learning services. For example, in the most recent program review, DSPS strategic priorities included, "Improving the learning of students by purchasing five Live Scribe Pens for a pilot student loan program". Finally, the DSPS Department also uses student email surveys to identify and evaluate current services (II.C.2-25).

Actionable Improvement Plan

None.

EVIDENCE:

II.C.1-1	Library Mission Statement Revision Dialogue
II.C.1-2	Library Collections Table
II.C.1-3	Section 508 Compliance Statements from Library Electronic Databases Vendors
II.C.1-4	Library Workshop Schedule 2011-2012
II.C.1-5	Brentwood Center Tutoring Flyer
II.C.1-6	Tutor Training Plan
II.C.1-7	Computer Lab Spreadsheet-spring 2014
II.C.1-8	Online Classes at LMC Webpage
II.C.1-9	InSite Portal Website
II.C.1-10	DSPS Assessment Webpage
II.C.1-11	DSPS Student Accommodations Webpage
II.C.1-12	DSPS Alternate Media Form
II.C.1-13	DSPS Testing Center Webpage
II.C.1-14	DSPS LRNSK-70 Syllabus
II.C.1-15	Library Hours and Staff Directory Webpage
II.C.1-16	Back to Basics Recommendations for a High Tech Center
II.C.1-17	High Tech Center Training Unit-HTCTU of CA Community Colleges
II.C.1-18	Alternate Media Table
II.C.1-19	Comprehensive Program Review DSPTS_2012-2013
II.C.1-20	DSPS Courses and Syllabi Webpage
II.C.1-21	Examples of Collaboration with Academic Departments
II.C.1-22	Library Millennium Circulation Statistics July 2011-June 2013
II.C.1-23	Compilation and Explanation of Evidence Regarding Collection Adequacy
II.C.1-24	Tutor Usage-2008 to fall 2013
II.C.1-25	Online Consultations webpage
II.C.1-26	Tutor Training Semester Length New Plan Tied to SLOs and TSLOs
II.C.1-27	Professor Is In Email Faculty Feedback
II.C.1-28	Professor Is In Totals by Semester SP10-FA12
II.C.1-29	Center for Academic Support website
II.C.1-30	Tutoring Subject Area Coverage Expansion (by semester)
II.C.1-31	Tutor Training Numbers Fall 2008-spring 2013
II.C.1.a-1	Library Faculty Resources Webpage
II.C.1.a-2	Library Reserve Request Form
II.C.1.a-3	Course Outline of Record Form
II.C.1.a-4	New Instructional Program Proposal - Phase I Form
II.C.1.a-5	New Credit Programs-non ADT Phase II Form
II.C.1.a-6	Narrative Template Traditional Degrees and Certificates-New Programs
II.C.1.a-7	Online Supplement to Course Outline of Record
II.C.1.a-8	Collection of Writing Resources Webpage

- II.C.1.a-9 Mathematics Lab Webpage
- II.C.1.a-10 English as a Second Language-ESL Lab webpage
- II.C.1.a-11 Biology Lab webpage
- II.C.1.a-12 Learning Management System Recommendation
- II.C.1.a-13 Innovative Interfaces Hardware and Software Maintenance Agreement-June 2011
- II.C.1.a-14 Library Collection Development Policy-fall 2013
- II.C.1.a-15 Electronic Resources Selection Spreadsheet Example-October 2012
- II.C.1.a-16 Reserve Circulation Statistics by Semester Ending April 2013
- II.C.1.a-17 Library Inventory and Weeding Project Directions-fall 2011
- II.C.1.a-18 Library Reference Book Weeding Project Example Page
- II.C.1.a-19 Circulating Collection Maintenance Spreadsheet Example Page
- II.C.1.a-20 Foundation Mini Grant Proposal for Library Children's Collection-fall 2012
- II.C.1.a-21 Library Children's Collection Circulation Information-Sept 2013
- II.C.1.a-22 Center for Academic Support Student Survey Results and Comments-fall 2011
- II.C.1.a-23 Center for Academic Support Student Survey Results and Comments-fall 2013
- II.C.1.a-24 Upgrade from RT to Sysaid-Dialog with District Director of Information Technology
- II.C.1.a-25 Trainings Attended by the Alternate Media Specialist
- II.C.1.b-1 ACRL Information Literacy Competency Standards for Higher Education-2000
- II.C.1.b-2 Contact-Ask a Librarian Webpage
- II.C.1.b-3 Reference Statistics Feb 2012-April 2013
- II.C.1.b-4 Library Workshop Assignments and Handouts-spring 2012
- II.C.1.b-5 LIBST 014 Course Outline of Record-Nov 2006
- II.C.1.b-6 CAS Pilot Assessment-spring 2013
- II.C.1.b-7 Center for Academic Support Comprehensive Program Review-2012
- II.C.1.b-8 DSPS Student Handbook 2012
- II.C.1.b-9 How to Apply for DSPS Services
- II.C.1.b-10 DSPS Home Webpage
- II.C.1.b-11 Library and Learning Resources Program Review Objectives 2011-2013
- II.C.1.b-12 ENGL 100 Course Outline of Record-June 2012
- II.C.1.b-13 SPCH 110 Course Outline of Record
- II.C.1.b-14 Instructional PSLOs Incorporating Information Literacy Competencies 2012-2013
- II.C.1.b-15 Alternate Media Handout 1 Jaws Basic Lesson 2
- II.C.1.b-16 Alternate Media Handout 2 K3000 Scanning Worksheet 1
- II.C.1.b-17 Alternate Media Handout 3 LRNSK 70 Speech Recognition DRAGON
- II.C.1.b-18 Library Group Study Room Assessment Results-Dec 2008
- II.C.1.c-1 National Library Week Video-Webpage
- II.C.1.c-2 Library Patron Counter spring 2012-fall 2013
- II.C.1.c-3 Library Circulation and Reference Desk Statistics 2007-2012
- II.C.1.c-4 CCCC CD Library Catalog Before and After June 2012

II.C.1.c-5	EBSCO List A-Z Webpage
II.C.1.c-6	Brentwood Center Millennium Reserve Circulation Procedure Training
II.C.1.c-7	Collecting Fines-Brentwood Training via III Oct2011
II.C.1.c-8	A-Z List of Library Electronic Resources Webpage
II.C.1.c-9	Library Homepage Sample-March 2014
II.C.1.c-10	Center for Academic Support Schedule Booklet-spring 2013
II.C.1.c-11	Computer Lab Webpage
II.C.1.c-12	MESA Room SC-202 Tutoring Schedule-spring 2014
II.C.1.c-13	Student Tutoring Evaluation Form
II.C.1.c-14	Electronic Resources Access Web Page Redesign after spring 2009
II.C.1.c-15	Library A to Z List of Journals and Magazines
II.C.1.c-16	CCCCD OPAC Refresher Collaboration with DVC and CCC-April 2012
II.C.1.d-1	Student Workers and Library Assistants Schedule-Sample
II.C.1.d-2	Library Evacuation Plan
II.C.1.d-3	Student Shelf Read Areas-Spring 2013
II.C.1.d-4	LMC Campus Safety and Security Resources Website
II.C.1.d-5	Computer Lab Refresh and Re-Imaging Process
II.C.1.d-6	Computer and Media Support Website
II.C.1.e-1	OCLC Contract-PO# 14789 Aug2012
II.C.1.e-2	Access Information for EBSCO Publishing Databases Email-Dec2011
II.C.1.e-3	EBSCO Renewal Page-Sample
II.C.1.e-4	3M Contact Security Gate Self Checkout-Nov2012
II.C.1.e-5	Gimlet Invoice Reference Desk Stats-March 2014
II.C.1.e-6	Evidence of Standing Orders with Gale Cengage Learning
II.C.1.e-7	Gale Cengage Learning Standing Order Invoice-35% Discount-Sept 2013
II.C.1.e-8	Evidence of Reviewing and Improving Book Vendors Services and Contracts
II.C.1.e-9	CCCCD Business Procedure 10.06-Acceptable Technology Use
II.C.1.e-10	Software Licensing Table
II.C.1.e-11	Pinnacle Cash Accounting Log Form
II.C.1.e-12	Pinnacle Vend System - Maintenance Issues Form
II.C.1.e-13	Rapid Text Remote Classroom Captioning Contract-Spring 2012
II.C.1.e-14	American Sign Language Interpreters Contract-DSPS
II.C.1.e-15	Alternate Text Production Center of the California Community Colleges Website
II.C.1.e-16	California Academic Research Libraries' (CARL) Webinar Information
II.C.1.e-17	Print Periodical Cost per Subject 2011-2013
II.C.1.e-18	Print Periodical Renewal and Usage Projects
II.C.1.e-19	Gimlet Sample Page
II.C.1.e-20	Alternate Text Production Center Advisory Committee Webpage
II.C.2-1	Library Services Comprehensive Program Review 2012-2013
II.C.2-2	Student Satisfaction Survey-Fall 2013 #24-#26

II.C.2-3	Bibliography Review Project-2008
II.C.2-4	ENGL 100 CSLO Assessment Report-spring 2012
II.C.2-5	Library PE 100 Workshop Assessment Report-Fall 2013
II.C.2-6	Library ENGL 221 Workshop Assessment Report-fall 2013
II.C.2-7	Research Consultation Assessment Plan
II.C.2-8	Reference Desk Evaluation Data-Fall 2013
II.C.2-9	CAS Pilot Assessment Report-March 2014
II.C.2-10	Tutoring Program SLO-TLO Assessment Plan_2010-2015
II.C.2-11	Tutor Training Reflections Form-Spring 2013
II.C.2-12	Tutor Training Reflections Responses Compiled-spring 2013
II.C.2-13	Drop-In Lab Assessment-Spring 2014
II.C.2-14	Center for Academic Support Fall 2010 Semester End Report
II.C.2-15	Center for Academic Support Spring 2011 Semester End Report
II.C.2-16	Center for Academic Support Seen and Not Seen Drop-ins FA12-SP13
II.C.2-17	CAS Assessment Plan-Spring 2014
II.C.2-18	FLEX Workshop Plan-Using Center for Academic Support_Jan2011
II.C.2-19	Tutor Training Reflections-Spring 2013
II.C.2-20	Tutoring Assessment Reports-Fall 2012
II.C.2-21	TAG 042512 Report to SGC
II.C.2-22	FLEX Workshop Sample 508 Compliance
II.C.2-23	FLEX Workshop Sample Alternate Media
II.C.2-24	LRNSK 70 Course Assessment
II.C.2-25	DSPS Student Satisfaction Survey-Comprehensive Program Review Fall2012