Standard II.C. Library and Learning Support Services

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

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

The Learning Resource Center (LRC) houses the library as well as other key learning support services: Instructional Media and Academic Computing, the Learning Skills and Tutoring Center, and the Writing Center.

The library is located on the 2nd and 3rd floors of the LRC. The library currently owns 79,980 print volumes (included in reference, reserve and general circulating collections), 12,258 electronic books, and 6,434 media items, and subscribes to approximately 400 print periodicals. In addition, the library subscribes to electronic databases, with access to over 12,000 magazine, journal, and newspaper titles. Library staffing includes eight faculty librarians and 9.5 para-professional library media technical assistants.

The Learning Skills and Tutoring Center provides individualized tutoring for all academic areas on campus as well as group tutoring through the Beacon Peer-Assisted Learning Program. The Center also offers a Human Services course that allows students to work independently on basic skills and an HCD study skills course. Tutoring Center staffing includes two faculty coordinators, one Tutorial Services assistant, 1.5 FTE instructional assistants (IAs), part-time temporary IAs and clerks, and approximately 100 student tutors each semester.

In Fall 2007, the Writing Center was created to offer writing workshops and one-on-one assistance to students on writing projects. Writing Center staffing includes a permanent faculty coordinator and a variety of part-time, temporary staff.

The Instructional Media Center provides access to non-print library resources, audio-visual equipment, two computer labs, and an electronic classroom. Faculty can also check out various types of audio-visual equipment for use in their classrooms, such as laptops with projectors, video/DVD players, CD players, and camcorders. Instructional Media staffing includes 1 faculty librarian, 3 para-professional LMTAs, and several IAs.
The Learning Resources Division provides several computer labs that are open to all SCC students. Each of these labs contains workstations that are ADA-compliant. The College provides a wireless network that is accessible from the LRC and numerous other places on campus. In addition to the computer labs being available in the LRC, there are a number of other computer labs throughout the campus. These labs offer a variety of learning support services and computer resources that are discipline-specific. Staffing in the learning support labs generally includes a faculty lab coordinator, an IT technician and/or an instructional assistant, as well as student tutors.

Standard 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 makes use of a variety of strategies and resources to select and maintain adequate collections and equipment to support student learning and success. Baseline standards for California community college libraries can be found in Title 5 of the California Code of Regulations (CCR). The library has developed a local Collection Development Policy and participated in creating a LRCCD Collection Development Plan. Librarians regularly read professional journals, including reviews of books to use as selection tools.

In addition to these general collection development strategies, librarians seek out the expertise of faculty in a variety of ways. Each librarian is assigned as a subject selector for several academic departments. The assigned librarian visits department meetings and solicits prioritized lists of book/media suggestions from faculty through email and through a suggestion form accessible from the library's web page. Librarians also monitor curriculum proposals in SOCRATES and contact faculty to discuss potentially needed library materials or services. A librarian sign-off is required during the curriculum process for all new programs and courses in order to ensure that appropriate library materials are available. Faculty members are provided with a list of the librarian subject selectors and are encouraged to help maintain the quality of the collection by suggesting new titles for purchase and materials for removal from their subject areas.

Throughout the semester, as reference librarians work with students, they gain anecdotal evidence of areas of potential weaknesses in the collection, and they maintain a gap list to record areas that may need to be expanded or updated. The librarians also analyze inter-library loan requests and other reports generated by the library information system, such as age of collection reports and circulation statistical reports to assess how well the collection is meeting students’ needs.

As needed library materials are identified, the library purchases them to the extent that the budget allows. The library's permanent base materials budget is $54,000; this funding is spent on print subscriptions for periodicals and reference materials. An additional $50,000
for library materials has been allocated on year-to-year basis since the mid-1990s. Beyond these two funded amounts, the Budget Committee allocated yet an additional $50,000, on a temporary basis, for the academic years 2007-2008 and 2008-2009.

Librarians across the District work together to analyze, select, and subscribe to a selection of electronic databases that provide consistent information resources to all students throughout the District. The Los Rios libraries rely primarily on TTIP money (state categorical funds), augmented with funds provided by the Los Rios District Office, to pay for electronic databases. For the 2007-2008 academic year, a total of $187,993 was spent on database subscriptions for all four of the Los Rios colleges.

The library uses various surveys and instruments to measure how successfully the library is enhancing student achievement. The Noel-Levitz Survey measures student satisfaction with library services; the last survey showed student satisfaction with library resources, services, and staff was slightly higher than the national mean. The library also conducts an annual student survey to measure how students use and value library books as a component of their successful completion of courses or programs. Six years of this data indicate that students increasingly rely on library books, particularly reserve textbooks, to help them stay in school and to complete their classes. The Fall 2008 Faculty-Staff survey showed that 67 percent of the respondents agreed with the statement that "educational materials and equipment (e.g. library holdings, databases) are sufficient to support educational courses, programs and degrees wherever offered."

**Tutoring Center and Writing Center**

The Learning Skills and Tutoring Center and the Writing Center are governed by Title 5 of the Educational Code regarding tutoring centers and policies. The Learning Skills and Tutoring Center (LSTC) provides general tutoring in a wide variety of subjects. Students can sign up in advance for tutoring appointments in all the subjects offered; the Center offers walk-in tutoring services as well.

The Beacon Peer Support Tutoring Program is also offered through the LSTC. Through this program, an instructor selects a student who has taken the class and who has passed with a grade of “A” or “B” to be a Beacon tutor for that particular class for the subsequent semester. Beacon tutors are trained through a 1-unit tutor training class. They are paid for 5 hours a week to perform the following tasks: meet with the instructor for one hour; prepare materials for tutoring sessions (supporting collaborative interactions) for one hour; be in the classroom for one hour; and tutor outside of the classroom for two hours.

This program supports collegial, interactive learning among a cohort of students enrolled in the same section of the class. Because the tutor has taken the class from the same instructor, that tutor can support the students with the specific study skills necessary to be successful in the class. Many instructors have come to rely on Beacon Tutors to give their students the extra support they need to succeed in the classes. The Beacon program was unable to fund all the groups that were requested in Fall 2008, and it has become increasingly difficult to find locations in which Beacon groups can meet.
The coordinators and instructional assistants offer individual consultations on specific study skill needs. The IAs in the LSTC offer a monthly schedule of study skills workshops that are open to all students on campus. The coordinators have developed and presented test-taking workshops for specific disciplines, such as nursing and cosmetology. The LSTC coordinators also teach the tutor-training classes (HS 370 and 373), a 1-unit study skills class (HCD 360), and a prerequisite skills class (HS 92). The prerequisite skills class offers a computer-assisted, self-paced review of basic skills in the area of math, reading, and writing.

A centralized tutoring budget also funds tutoring services offered in the learning support labs on campus. Tutoring for the ESL Center and Reading Lab is also funded by a centralized budget. The different lab coordinators hire their own tutors; however, the LSTC may recommend suitable tutors. Time sheets and other paperwork for all tutoring services are processed through the LSTC. All tutors are required to take Human Services 370, which provides tutor training. Beacon tutors who are linked to specific courses take a separate class, HSER 373, “Supervised Tutoring.”

The Writing Center, opened in Fall 2007, is located on the first floor of the Learning Resource Center. The Center offers writing workshops and one-on-one tutoring in writing. In addition, the Center provides dictionaries, grammar textbooks, and other reference materials to students as well as instructional handouts prepared by English and ESL faculty.

The Center has seating for 12 students, three computer stations (one for instructors and two for students), and a desk for the clerical staff. Workshops and meetings are held in rooms that are available in the LRC since the Center does not have designated space for its activities. Students using Writing Center services sign in using a computerized tracking system. They register just as they would for a class, but there is no registration fee. This process allows the Writing Center to keep track of the number of students who receive their services.

There is a permanent faculty coordinator for the Writing Center. In addition, several English and ESL instructors are re-assigned, for a fraction of their work-load, to work in the Writing Center to supervise tutors and to work with students. This reassignment for instructors is funded through the Basic Skills Initiative. The Writing Center is also staffed by two part-time temporary IAs and three part-time temporary clerks. The Writing Center coordinator, re-assigned faculty, and IAs, all conduct writing workshops.

Instructional Media
The Instructional Media Center houses the non-print collections for the library, currently over 6,000 items in a variety of formats, on many topics. The Center makes decisions about selecting and maintaining the media collection, using Title 5 guidelines for media centers as well as those developed by the American Library Association (ALA) and the Association of College and Research Libraries (ACRL).

In addition, the Collection Development Policy developed for the SCC Library outlines the process for media selection. The Media Librarian assiduously reads selection journals and solicits suggestions from faculty members. As the librarians work with students at the
Reference desk or examine new curriculum requests from faculty, they note requests for media and forward them to the Media Librarian for consideration. For the past few years, the Instructional Media Center has been allocated 10 percent of any augmentations to the Library’s materials budget.

The Instructional Media Center provides access to not only audio-visual equipment for students to view media on campus as well as two computer labs and an electronic classroom for faculty to reserve in order to teach classes requiring online access. The computers in the labs have the full array of Microsoft applications and software needed to support several academic classes. Faculty members may request specific software programs to be made accessible on these computers. These labs are available for academic use by SCC students taking courses in any discipline.

Other Learning Support Labs
The academic learning support labs are created by divisions/departments based on need, student demand, facility availability, and available resources. These learning support labs have been specifically designed to meet student needs in various disciplines. Information about these labs can be found on the quick link menu of the SCC website; instructors also refer students to these labs. Tutoring services with specific discipline focus are offered in many of these labs. A list of all the tutoring services on campus is also available on the SCC website.

As an example, one of the learning support labs is the Math Lab, located in RS-162. This lab has seats for 53 students, two of which are designated for students who need physical accommodations; it provides 12 student computers, with numerous outlets for student laptop computers and wireless network/Internet capability; it houses a library of current and past textbooks, solutions manuals, and CD/DVD media for students to use in the lab; it supplies a small collection of calculators, rulers, and headsets for student use; and it offers a designated number of hours of tutoring.

Self-Evaluation

Library
During the past decade, library materials allocations remained flat until temporary augmentations were made for 2007-2008 and 2008-2009. During this time, student enrollment increased 28 percent; book prices rose 25 percent; book circulation increased 47 percent; and reserve book usage increased 104 percent. However, increased funding has not kept pace with rising costs and escalating student demand.

The SCC library shares the cost of electronic resources and services with the other libraries in the District because the library information system is shared districtwide, to provide all students with a common set of resources, and to reduce overall District costs. In addition, any Los Rios student is free to use or to request materials from any library in the District. The other libraries in the District rely upon SCC to participate equitably in the purchase of both print materials and electronic resources. Materials budgets have been expanded at other libraries in the District. For example, American River College has established a budget
formula that allocates $15 per full-time equivalent student (FTES) for library materials. Even with funding augmentations in the past two academic years, the maximum that SCC has ever allocated for materials funding has been just over $10 per FTES, making it difficult for SCC to participate equitably in purchasing resources.

A stable, equitable, formula-based funding system would allow the SCC library to keep pace with increases in enrollment, in book costs, and in usage, and to participate fully in the District-wide commitment to providing all students relevant and up-to-date print materials and electronic resources.

**Tutoring Center and Writing Center**

The Office of Institutional Research has collected data to compare the rates of successful course completion for those students who received tutoring with those who did not. Several years ago, this Office released a report that showed that students who received tutoring were more likely to successfully complete their classes. Student satisfaction surveys have also been used to measure students' perception of the usefulness of the services provided by the Tutoring and Writing Centers. The results of these surveys show that students are satisfied with the services they are receiving.

An LSTC student satisfaction survey conducted in Spring 2008 found that 75 percent of the students reported that they were “very satisfied” with the tutorial program. Over 92 percent of the students responded “Yes” to the following statements: “tutoring center hours are convenient for me”; the tutoring center is a quiet, safe place to be tutored”; “the tutorial staff is friendly and helpful”; “I am able to get tutoring for the subjects I need.” Of the students responding, 79 percent indicated that the tutoring they were receiving was making a difference in completing their classes. In Spring 2009, Outreach Center deans will administer the survey to the students attending their respective locations.

The pre-requisite skills course is a very popular class with re-entry students and with those who haven’t used their basic skills recently, especially in math. Frequently, when students take the college assessment test, they assess into a lower level math class than they had anticipated, a perception which was based on their past academic accomplishments. The pre-requisite skills class allows them to review math concepts and to practice their skills. After this review, it is not uncommon for a student to be able to re-assess into a higher math level. Even if a student doesn’t reassess, coming to the class helps to build confidence and to get into the routine and activities of being a student, which supports other academic endeavors.

The Writing Center is still a very new support service and, at this point, is largely funded by the Basic Skills Initiative. Planning for the future of the Writing Center, including institutionalizing needed support and funding, is now beginning. In a Fall 2008 survey of students who utilized the Center, 73 percent of students rated the overall helpfulness and effectiveness of the tutoring that they had received as “excellent”; 20 percent rated it as “good”; 6 percent rated it as “okay”; and 1 percent rated it as “needs improvement.”

As the use of the Center grows, there will be a need for additional space. At peak times, usage is limited by the available number of seats. It is already challenging to find rooms in
which to offer writing workshops. Currently, most of the staffing for the Center is part-time temporary staff or re-assigned instructional faculty. As usage grows, permanent staffing will be needed.

**Instructional Media**
The Library has historically set aside 10 percent of its materials budget to purchase media. The Instructional Media Center would benefit from stable, formula-based funding in order to plan for new purchases, to upgrade to newer formats, and to replace worn copies. From January through December 2008, Instructional Media had a total of 3,541 checkouts, 2177 in-hours uses, and 368 inter-library loans.

**Other Learning Support Labs**
Evidence gathered relating to the usage of learning support labs, and to student and staff satisfaction with the labs varies throughout the campus. Some lab coordinators have collected a variety of information about their labs and have tracked student feedback. For example, several of the learning support labs (e.g., the Math lab, the Business Student Center, etc.) that offer tutoring participated in a joint survey of students related to satisfaction with tutoring services in Fall 2008. In addition, many labs track student usage of their facilities, often using the TrackIt software system. For example, the Math Lab noted that students attending the lab had clocked in 20,466.6 college hours (1,204 hrs/wk) because students were required to sign into the lab using TrackIt.

**Planning Agenda**
By Spring 2010, the LRC Dean and librarians will work with the District to analyze library funding to ensure a common, consistent and equitable base of ongoing funding for learning and research materials in libraries throughout the District.

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

**Descriptive Summary**

**Library**
As an instructional unit, the SCC Library directly teaches information-competency concepts in a variety of ways. The College offers an online, one-unit credit class, LIBR 318–Library Research and Information Literacy. In LIBR 318, students’ competencies in information retrieval/use are assessed through homework assignments and projects, quizzes, and final exams. Librarians also teach information-competency skills in library orientations, whether customized for specific classes or for more general, drop-in workshops. Customized library orientations may be tailored to a pre-determined assignment or to the course objective defined by the instructors. In the 2007-2008 academic year, 167 sessions were offered, reaching 4,499 students. Drop-in orientation workshops are offered throughout the semester, including sessions in the evenings and on Saturdays. Last year, 59 sessions were offered, reaching 744 students. After attending a customized or drop-in library workshop, students' information-competency skills are assessed through hands-on exercises and post-tests.
Finally, the librarians provide in-person, telephone, and electronic reference help and information. The librarians teach information-competency skills during these daily reference interactions with students. Last year, they answered 42,071 reference questions; approximately two-thirds of those answers involved one-on-one instruction in information-competency, such as searching for information online. During the reference process, librarians consistently assess students' understanding of the research process through interviewing and observing their research practices. The librarians are in the process of developing online interactive information-competency tutorials that will provide information-competency instruction in topical modules.

Cognizant of the importance of information-competency skills to our students’ success, SCC librarians have promoted awareness of information issues at different levels and arenas on campus. These activities included facilitating an Information Competency Task Force comprised of administrators, classroom faculty, and librarians. This Task Force recommended that information-competency be established as a districtwide graduation requirement and that students be provided with a variety of options to meet the requirement. The librarians communicated this issue to the campus community, collaborated with the General Education Learning Outcome Development task group, which has included information-competency as one of its seven competencies, and gained the support of the SCC Academic Senate in the move to make information-competency a graduation requirement.

Tutoring Center & Writing Center
The Tutoring Center provides assistance to students across the entire spectrum of academic subjects, but students who need assistance with information-competency skills are referred to the library. The Writing Center provides help to students on various writing projects. Approximately 10 percent of the students request help on information-competency related tasks, such as searching for information to support their writing.

Instructional Media
The Instructional Media Center has purchased materials dealing with issues on information competency. Some of the items purchased teach students critical research, evaluation, and writing skills. Other items are designed to support instructors who are teaching these important skills in the classroom. Within the framework of LIBR 318 and library orientations, students are made aware of non-print information sources available and the importance of these formats for their research.

Other Learning Support Labs
While the learning support labs all offer instruction to students in how to use software available in the labs, most do not focus specifically on information competency skills. In a few of the learning support labs, such as the ESL Center, the lab staff provides instruction on basic information competency skills such as framing a research question and how to begin looking for appropriate sources.

Self-Evaluation

Library
The library currently offers a broad range of instructional opportunities for students to develop information-competency skills and assesses the effectiveness of each (e.g., LIBR 318, customized instruction workshops, drop-in orientation workshops, and reference interactions) through student satisfaction surveys, course evaluations, specific orientation feedback surveys, and daily contact with students. The librarians strive to improve their teaching effectiveness by continuously analyzing student feedback and aligning their teaching with students’ needs. They also seek professional development through monitoring library instruction listservs and attending national and statewide conferences and workshops, at which they meet and consult with librarians from other institutions for ideas and best practices.

Librarians request feedback from both students and instructors who attend library instruction workshops to determine how useful or relevant the instruction was to the students' current research needs. Librarians determine, through interactions with students, whether they have succeeded in meeting the learning outcomes identified for students receiving one-on-one instruction at the reference desk, specifically, the ability to formulate a question appropriate to their information need and to identify appropriate potential resources to fill their information need.

SCC is encouraging the districtwide adoption of a new information-competency graduation requirement in order to reach more students and to ensure that they possess these skills. The SCC Academic Senate has approved this idea; further action is now dependent on the other Los Rios colleges supporting this idea. The online information-competency tutorial which is currently being developed is one of the various options for the students to meet such a requirement.

**Tutoring Center and Writing Center**

The Tutoring Center does not assist students with research for their papers or other information-competency related tasks. In the Writing Center, student satisfaction surveys provide feedback related to students’ satisfaction with the help they received on information-competency related tasks.

Students have a limited opportunity to develop skills in information-competency in the Academic Computing Labs (B153 and LRC 144). These open-access labs, where students have been hired to assist other students, are used for research, homework, and other class projects as assigned. Limited assistance is available to students who may need additional technical support or help with a website.

**Instructional Media**

Media research is covered in library instruction sessions and library classes. Librarians continue to select appropriate materials and, when appropriate, refer students to the materials contained in the media collection.

**Other Learning Support Labs**

In most cases, information competency skills are not within the discipline-area focus of the learning support labs, and so most labs do not provide instruction on these skills. Instead,
students are referred to the library for one-to-one assistance with these topics, and students are informed of courses that are available on the topic.

**Planning Agenda**
None

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

**Descriptive Summary**

**Library**
Faculty, students, and the community have access to services through the main campus library. The library's regular hours during the academic year are the following: Monday–Thursday, 7:30 a.m. to 9:30 p.m.; Friday, 7:30 a.m. to 5:00 p.m.; and Saturday, 9:00 a.m. to 4:00 p.m. Summer hours are Monday-Thursday, 8:00 a.m. to 8:00 p.m.

Students at all Outreach Centers and distance education students have direct access to the library information system. Students at any Outreach Center can request delivery of materials from any Los Rios library to the Center. Distance education students can request delivery of materials to any Los Rios library. All students can also use the system to place holds, to request delivery of materials, and to renew books they currently have checked out. In addition, all students, including those at the Centers and distance education students, have access to over 12,000 electronic books (full-text online) and to thousands of full-text articles from journals and newspapers contained in the electronic databases. Most uses of the library system require a student access card and PIN; these can be obtained at any Los Rios library, at the Centers, or online.

The use of reserve textbooks is available at the Outreach Centers in varying degrees. The Davis Center has textbooks available for use for about 80% of the classes offered at that location. As of Fall 2008, both the Downtown and West Sacramento Centers have a small supply of textbooks available for students to check out. The Centers plan to expand the number of reserve texts available. The textbooks can be checked out through the Center offices using the online LOIS system during the regular office hours. The Electronic Reserve system, through which instructors can have the library post such materials as class notes, is also available to all students.

Library orientations for students are conducted at the Davis, West Sacramento, and Downtown Centers at the request of faculty. All Centers offer the online LIBR 318 course, a research and information literacy class; however, only the Davis Center class holds the mandatory orientation onsite. Students registering for the Downtown and West Sacramento sections of LIBR 318 must attend a mandatory orientation on the main campus.

**Tutoring Center and Writing Center**
The hours of operation of the Learning Skills and Tutoring Center during the academic year are the following: Mondays, 9:00 a.m. to 6:00 p.m.; Tuesdays-Thursdays, 9:00 a.m. to 8:00 p.m. and Fridays and Saturdays 9:00 a.m. to 3:00 p.m.

Tutoring services are provided on a limited basis at the Outreach Centers, an improvement from the 2003 self-study. Students can access online tutoring services at the Outreach Centers during open lab hours. The LSTC also funds math and ESL tutors at the Outreach Centers. Beacon groups have been sponsored for classes offered at the Davis Center. In addition, the main campus Study Skills and Writing Center workshop schedules are posted at the Outreach Centers.

The Davis Center offers tutoring services which vary from semester to semester, depending on student need and tutor availability. Because of the Center’s distance from the College’s main campus, tutors are typically recruited from the Davis Center student population. The Center offered tutoring in anthropology, accounting, and math during the Fall 2008 semester.

At the West Sacramento Center, tutoring was available in ESL, English, reading, writing, and math for Fall 2008. Tutoring is available Monday through Friday. Times and subjects vary by day of the week. With the addition of ESL, weekly tutoring hours increased from 16 hours in Fall 2007 to 32 hours in Fall 2008.

For distance education students, Beacon tutors are available in the electronic classroom to work with the students. The LSTC is piloting an asynchronous tutoring service in Spring 2009. Tutoring is provided by instructional assistants and tutors via the Internet, which is seen as an intermediate step, with plans for the future development of a synchronous tutoring service.

The hours of operation of the Writing Center during the academic year are the following: Monday-Thursday 9 a.m. to 7 p.m.; Friday, 9 a.m. to 3 p.m.; and Saturday, 10 a.m. to 2 p.m. Currently, Writing Center services and programs are not offered at the Outreach Centers or online, although Center students and distance education students are welcome to use those services at the main campus.

**Instructional Media**
Instructional Media staff regularly send requested media items, such as films and videos, to faculty teaching at the Centers. According to the Outreach Center survey of October 2008, 83 percent of faculty who teach only at the Outreach Centers went to the main campus for library services. It cannot be determined what percentage was specifically for instructional media. Smart carts are available for use in all Outreach classrooms. Media Services checks with the Centers once a week to address audio-visual equipment problems. Faculty expect that Outreach Center staff can trouble-shoot equipment problems. The West Sacramento and Davis Centers’ unit plans have identified a shared media services tech position in their 2009-2010 unit plans.

**Other Learning Support Labs**
The hours of operation for learning support labs vary from lab to lab, and are typically determined by student need and by staff availability. The lab hours are posted on the facilities, and are also made available to students on the College web page.

The hours during which the computer labs are open for use at the Centers vary by semester since the labs are also used as classrooms for academic instruction. For example, for the Fall 2008 semester, the computer lab was open three days a week in the Davis Center, five days a week in the Downtown Center, and five days a week in the West Sacramento Center.

ADA stations are available at all Centers, an improvement from the 2003 self-study. The Davis Center has two ADA stations, one for student use only in the adjunct faculty office, Room 108. A second station is in the Center’s computer lab for use by both students and faculty. The Downtown Center has two stations, one in the computer lab that is available during open lab hours and one in the conference room, which is available from 8:00 a.m. to 5:30 p.m., with the exception of the first week of the semester when the room serves as a bookstore. The West Sacramento Center has two ADA stations available, one in the computer lab for student use only; a second ADA station is in an instructor’s office and can be used by students who need accommodations during testing.

Self-Evaluation

Library
In the Fall 2008 Faculty-Staff Survey, 79 percent of the respondents agreed that "SCC provides students, faculty and staff responsible, adequate access to the library and learning support services regardless of their location or means of delivery." In addition, a separate survey was conducted among students and faculty members at the Outreach Centers in October 2008 since 47 percent of students and 46 percent of faculty only have classes in the Outreach Centers. Of those students and faculty, 29 percent of the students and 83 percent of the faculty have gone to the main campus to use library services. Results indicate that 59 percent of students and 35 percent of faculty are not aware that library databases are available online.

An increased number of services and materials are now available online to better serve Center students and distance education students. In addition, a new public services librarian was hired in Fall 2008 to coordinate efforts to serve Center students and distance education students. This new librarian has already worked with the distance education coordinator to create a quick link that any distance education faculty member can add to their course pages in the LMS to provide easy access to library information for students in that class. The increased number of electronic books and full-text databases also provides a wealth of materials that are fully available online. In addition, materials from any Los Rios library can now be delivered to students at the SCC Outreach Centers. The Centers want to offer more reserve textbooks to their students, which may necessitate more storage space for reserve textbooks. The Outreach Centers need to advertise the availability of services and materials, such as online databases, delivery of books from any District library, and availability of orientation sessions, to both students and faculty.
Tutoring Center and Writing Center
The Outreach Centers attempt to provide tutoring for classes that have high demand, such as for math and English. Through flyers, the Centers advertise tutoring services available to students for the current semester. The Davis Center attempts to schedule tutoring in a subject before or after class time. However, both the Downtown and Davis Centers indicate that, in many cases, when tutors are provided, students make little use of the service.

Instructional Media
Anecdotal feedback suggests that instructional media needs are being met, with the exception of some “technical/user error” problems in the use of the smart carts. Faculty could use basic training on the proper use of the smart carts. A trouble-shooting handout provided by Media Services would be helpful for staff to share with users at the Outreach Centers.

Other Learning Support Labs
Some of the learning support labs solicit student feedback on the adequacy of their hours of operation, and others noted that they receive unsolicited comments from students on their hours. Several labs noted that students have requested hours of operation beyond those currently available.

Planning Agenda
None

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

Descriptive Summary
The SCC Learning Resource Center (LRC) is a three-story building that houses the Library, Instructional Media Services, the Academic Computer Center, the Learning Skills and Tutorial Center, the Writing Center, Digital Learning and Media Production Services, the Dean of Information Technology, and Staff Development and Resource Center.

The LRC building is maintained by Custodial Services. The building is cleaned daily, and various other services are completed on a schedule. Building repairs, such as electrical, heating, air conditioning, and elevator repairs, are handled through the Campus Operations Department. The building is secured with locks and alarms on all entrance and exit doors. When the building is empty, a motion detector alarm is activated and monitored by the Los Rios Police Department’s Communications Center.

The front doors on the first floor of the LRC are the only public access and exit points. The public must pass through 3M gates (sensor gates) that are located in the lobby. All materials are processed with 3M security tape which activates the security gate alarms in the lobby if materials have not been properly checked out. The first floor also has side and back doors which are alarmed to alert staff of any unauthorized use. The second and third floors each have three alarmed emergency exit doors. College Police patrol the library when possible and respond to any calls for service from library staff.
The SCC Learning Resource Center has taken a proactive approach to addressing building safety and security measures. The LRC Security Task Force (STF) was created in September 2007 to discuss security concerns, develop a building emergency plan, develop a safety and security manual, plan staff training activities, identify equipment and supply needs, and to coordinate security efforts with the Campus Police, Operations, and the Campus Safety Committee.

The achieved goals of the STF include the following:

- establishment of good relationships with campus police, the Discipline Officer, the campus nurse, and the Campus Safety Committee;
- establishment of emergency evacuation procedures in case of power outages or fire;
- procurement of an evacuation chair for disabled patrons;
- establishment of building and floor coordinators to provide onsite leadership in emergencies;
- updating of building maps with locations of emergency exits, fire alarms and extinguishers;
- distribution of plug-in flashlights to all LRC staff;
- training of several LRC staff in disaster recovery methods; and
- strategic placement of emergency exit bags throughout the building which contains first aid kits, an emergency exit folder, and a note pad and pen.

To assist with medical emergencies that may occur in the building, First Aid kits are stocked and placed on every floor of the LRC. In addition, an AED (Automatic External Defibrillator) is located on the second floor of the LRC at the Circulation Desk. Several staff members have been trained in CPR and in the use of the AED. Training will be provided on a continual basis and additional staff will also be trained.

Library
The library is located on the second and third floors of the LRC building. The second floor houses reference services and the reference collection, circulation services, the reserve book collection, student research computers with access to the Internet and databases, a computer classroom for library orientations, the print periodical collection, and microforms. There are also study tables, individual carrels, a wheelchair accessible electronic table, and group study rooms for students. The third floor houses the Library’s circulating book collection, the Technical Services department, the Library Technology classroom, Special Collections (which consists of SCC memorabilia and historical items), a large study area with table and chairs, individual study carrels, and a wheelchair-accessible electronic table.

The College IT Department installs, maintains, and upgrades all computers and software in the library.

Instructional Media, Tutoring Center and Writing Center
Instructional Media/Academic Computers, Learning Skills and Tutorial Service, and the Writing Center, all share one large area on the first floor. This area is enclosed by glass walls and has two floor-to-ceiling locking glass doors.
The Instructional Media Center houses the library’s non-print collection that includes videotapes, audiotapes, compact discs, CD-ROMs, DVDs, and any media materials used by faculty or students. Also available are computers for academic purposes, which provide Internet access as well as basic productivity software such as word processing, spreadsheets, and desktop publishing. All computers and software in these areas are maintained by campus IT.

Other Learning Support Labs
All lab facilities are maintained by Custodial Services. They are cleaned daily, and various other services are completed on a schedule. Building repairs, such as electrical, heating, air conditioning, and elevator repairs, are handled through the Campus Operations Department. Buildings are secured with locks on all entrance and exit doors. All computers and software in these areas are maintained by campus IT.

Self-Evaluation
The LRC building has been an icon of SCC since its opening in 1998. The building is generally well-maintained, both by Custodial Services for routine cleaning and by Operations staff for general repairs, and is secure. However, one of the three front doors entering the LRC building does not work; since it is not considered a critical entry door, it is not a high priority on the repair list. In addition, the 3M security gates need replacement; funding has been requested for these as part of the unit-planning process. To further ensure security for patrons in the building, the Security Task Force is exploring the possible installation of security cameras in some areas of the building. For learning support labs located outside of the LRC building, general cleaning and repairs are handled by Custodial Services and Operations, as noted above. Concerns about maintenance and security in these labs are reported through the instructional division with which the lab is associated.

Planning Agenda
None

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

Descriptive Summary
Generally, the library and learning support service areas do not rely on other institutions to provide services. The library occasionally collaborates with other institutions and agencies so that students have access to a broader range of information sources. Chief among these collaborations is the library’s participation in the Library Consortium, a joint project of the Community College League of California and the Council of Chief Librarians (CCL). Through the Library Consortium, SCC receives discounted subscriptions to a variety of

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online databases. The Library Consortium offers its members access to more than 100 different databases, covering most of the major academic disciplines.

All of the databases offered through the library are evaluated on a regular basis. The databases offered through the Library Consortium are evaluated by a group of community college librarians before they are offered for purchase by the colleges. These databases are evaluated again by Los Rios librarians to ensure they meet the specific needs of District students and faculty. A good example of this evaluation process may be seen in the records of the District study of its InfoTrac, EBSCO and ProQuest databases, conducted during the 2006-2007 academic year. In this evaluation, librarians searched for information on various subjects in each of these databases and then examined both the quantity and quality of information supplied by each database. Records of the purchase agreements for these databases are available both at the College and at the District Office.

Many of the library and learning support areas utilize the library information system, a shared system utilized throughout the District. The system runs on hardware owned by the District, and is housed and supported by the District’s IT staff. The software was purchased from a commercial vendor (Innovative Interfaces); the District contracts for software maintenance with the vendor.

The library and learning support service areas also utilize the Learning Management System (LMS) that is used throughout the District. Further discussion of the LMS is located in Standard III.C.

Self-Evaluation
Library staff regularly track student use of the databases to which it subscribes; these statistics show steady use of some databases and a significant increase in the use of others. Documents also provide strong evidence that these databases are evaluated by librarians on a regular basis to ensure that these services are cost effective and that they provide students and faculty with useful and appropriate information.

Library staff and District IT staff regularly monitor the performance of the library information system. The College (with the cooperation of the District IT staff) successfully monitors the performance of its Learning Management System.

Planning Agenda
None

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

The library and other learning support services are evaluated regularly using a variety of procedures. All areas within the library and learning support services participate in the unit-
planning process. Unit plans are developed initially at the department level and then placed within a divisional context. Program review is an integral part of the total planning and budgeting process at SCC. The most recent program review was completed in 2008 for the Library and Instructional Media programs. Program review is on a 6-year cycle, with the next review scheduled for 2014. The evaluation and recommendation subsections from program reviews provide the basis for informed decision-making on library and learning services, personnel, facilities/equipment, and budget through the institutional planning and budget processes. In addition to this planning process, the different areas within the library and learning support services meet throughout the year to discuss services and programs. These discussions utilize the results of program and service evaluation, faculty, staff and student surveys, assessments of the degree and breadth of service utilization, and ongoing contacts and coordination with the programs’ “customer base.” Changes in services, in delivery format, and to the collections are based on results from these different sources of ongoing feedback.

**Descriptive Summary**

**Library**
The library's collection and services undergo ongoing evaluation via formal and informal student and faculty surveys, informal user feedback, periodic statistical reports, faculty review of the collection, and during unit-planning and program review processes. Service utilization assessment is conducted on a regular basis to determine breadth and depth of usage. Statistics are collected on a regular basis on the number of items (books, reserves, etc.) checked out from the library, number of requests for assistance, number of inter-library loans made, number of library lectures or orientations provided, number of hits to the library website, number of database searches made, number of holdings, and the growth and age of the collection.

The library collection is evaluated regularly to assess compliance with established standards. The library has a “Collection Development Policy” which guides the development of the library collection. The librarians work with faculty on a regular basis to select both print and non-print materials and welcome input from students, administrators, and staff members. Department meetings provide an opportunity for library faculty and staff to assess services and materials and to make recommendations. These meetings provide an opportunity for the librarians to take a close look at new curriculum and student learning outcomes, and to see if they are buying what faculty have stated they need. The librarians analyze circulation data, study inter-library loan requests, follow SOCRATES for curriculum proposals, and record student needs and interests to determine strengths and weaknesses of the collection. The librarians run an analysis of “Age of Book Collection” report that shows the age distribution of the collection; they identify areas of the collection that need strengthening and use bibliographic tools, including the review of journals, subject area periodicals, booklists, bibliographies and online resources, to identify appropriate materials. The process for the development of the library collection ensures that student learning outcomes are supported. The currency of the library collection is maintained using a “weeding” or removal process. Librarians assigned to each subject area are responsible for the weeding in that area. They
solicit feedback from faculty on items to remove from the collection and confirm withdrawals from the collection with a second librarian.

Surveys are used to determine faculty, staff, and student satisfaction. In surveys, students report that the availability of reserve books for courses they are taking is most important to them. To ensure that these books are available, the librarians use the college bookstore list to purchase textbooks for the reserve book area. Data on the number of course sections offered is used to determine how many copies to purchase. In the Noel-Levitz Student Satisfaction Survey, library services were ranked in two of the three top areas of satisfaction. In Spring 2009, the LRC plans to conduct a needs assessment of faculty and students at the Outreach Centers.

The campus-wide Learning Resource Committee also provides external feedback to the library on its services. This committee is distributing several additional surveys in Spring 2009 to gather feedback on library materials and services.

**Tutoring Center and Writing Center**

The Tutoring Center and the Writing Center use a variety of methods to evaluate the effectiveness of their services. These include student satisfaction surveys, tutor surveys, faculty discussions, unit-planning processes, and analysis of data on service utilization and outcomes.

Student satisfaction surveys are conducted at the end of each semester for students enrolled in individual tutoring and those participating in Beacon tutoring groups. Data provided by students on anticipated and earned grades supports the perceived value of tutoring services. Surveys are also used to obtain feedback on aspects of delivery of tutoring services such as scheduling and hours of services. Campus-wide representatives of various tutoring services on campus meet each semester and help to develop student satisfaction surveys to contain consistent items across areas. Suggestion boxes located in the Tutoring Center are an additional method whereby students may provide comments. Data on usage of the Tutoring Center is obtained through analysis of enrollment in HSER 1000 (the Supervised Tutoring class).

Regular faculty meetings provide an opportunity for discussion and reflection. Tutors meet regularly with coordinators in order to discuss the effectiveness of tutoring services and to provide input. The Tutoring Center and the Writing Center coordinators participate in formal, annual self-assessment through the unit-planning processes.

**Instructional Media**

The Instructional Media Center uses a variety of methods to evaluate the effectiveness of their services. These include participation in the Unit Planning process, utilization of feedback on campus surveys, faculty discussions, and analysis of data on service utilization and outcomes.

Statistics are collected annually on the number and types of media, e.g., videotapes, audiotapes, CD-ROMs, and course-specific software, which are checked out and used in the
Instructional Media Center. In addition, the Instructional Media Center tracks the number of inter-library loans made and the usage of faculty and student computer workstations, which is measured in number of hours.

The Instruction Media Librarian solicits recommendations from faculty in the form of prioritized lists for the purchase of instructional media. She examines what materials students and faculty are requesting from other campuses and receives the publication “Video Librarian,” a review of media materials. She also receives a copy of the Gap List developed by the library staff. The Instructional Media Librarian analyzes this information and service utilization data to add materials to or remove materials from the collection.

Other Learning Support Labs
The learning support labs evaluate the effectiveness of their services and the resources that they provide to support student learning in a number of different ways. In different labs, different methods have been used, and different time cycles have been used in different areas. Feedback collected has included student surveys, faculty/staff surveys and comments, and a variety of informal, anecdotal comments.

The learning support labs generally participate in the unit planning process in conjunction with the academic department(s) that are supported by the lab. The unit planning process ensures that there is dialogue among faculty, staff and managers working in or with the various labs about the programmatic needs of each lab, in order to ensure that they can continue to support student learning. Many of the labs receive feedback from the faculty who are teaching in the content area. In a few cases, faculty input has been solicited through a survey; more commonly, the labs receive faculty input from the dialogue that occurs in department meetings. This faculty input is vital to assessing how the labs’ resources and services contribute to achievement of student learning outcomes.

Self-Evaluation

Library
The library’s collection and services at SCC are evaluated regularly and thoroughly in order to ensure that both meet the needs of students and staff and contribute to the achievement of student learning outcomes. The library participates in the program review process previously described. Program review ensures that the library helps students meet learning outcomes by providing a collection of materials that supports academic success and by teaching information-competency skills needed to achieve student learning outcomes. The library is developing, implementing, and evaluating objectives that contribute to student and institutional success with student learning outcomes. There is a strong link between recommendations in program reviews and the College’s planning and budgeting processes. This link/relationship makes it easier for the library to focus on and to support the College mission. This link also functions smoothly to ensure that appropriate action is taken on the recommendations for change outlined in program reviews, as much as is possible within general budget constraints.

Tutoring Center and Writing Center
The LSTC often makes changes to services based upon data collected on student surveys and feedback from tutors themselves. For example, one change is that now walk-in tutoring hours are available in addition to scheduled appointments. Both student satisfaction and tutor retention have been improved with this change in scheduling. Another outcome of meetings with tutors has been that tutors have been provided with specific Student Learning Outcomes for English courses. This knowledge enhances the specificity with which tutors are able to address student learning needs.

Additional support from the Office of Institutional Research is needed to further assess the impact of tutoring on grades, course completion, and persistence. Data from recent semesters has been collected but has yet to be analyzed. Data is not yet available for results of the tutoring pilot program at the Davis Center. However, several approaches have been attempted in order to increase student access to the lab, such as scheduling tutors into the lab and finding other temporary staffing for the space. The position of an instructional assistant has also been proposed as part of the Davis Center staffing plan.

Surveys are conducted of students who use the Writing Center each semester. Data on usage indicates a high degree of student satisfaction with the Writing Center which was established one year ago.

**Instructional Media**
The Instructional Media Center has tools in place to conduct effective evaluation of their collection and services. Usage statistics, faculty and student feedback, new curriculum proposals, and societal events are constantly monitored. Staff readily respond to suggestions for improvement and participate with those from other areas in the LRC and from across campus to ensure that the services are meeting the needs of the SCC community.

**Other Learning Support Labs**
The learning support labs are using a variety of methods to gather feedback on the services being offered, and to assess the role of the labs’ resources and services in helping students meet learning outcomes. The feedback and assessments are used to make changes and to improve the services that offered in labs. A more standardized process for the evaluation process for learning support labs would result in more data being available upon which to make decisions about improvements to labs’ services.

**Planning Agenda**
Beginning Fall 2009, the PRIE Dean will work with learning support service areas staff and respective area deans to standardize the process of evaluating the services the labs provide and communicating the results of the evaluations.