IIB. Library and Learning Support Services

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) provides Library and Learning Resources support to all credit and noncredit students. Services are comprehensive, student-centered, and support face-to-face and online students, and the faculty and personnel responsible for their learning (**II.B.1.1 BP 4040 Library Services; II.B.1.2 AP 4040 Library and Other Instructional Support Services**). The Library supports students on campus and online through access to extensive and varied digital and print collections, study and learning spaces, academic reference services, credit courses, course-integrated information competency instruction, workshops, textbook reserves, technology lending, and outreach programming (**II.B.1.3 Library Services**). The Library's extensive collection includes 74,995 physical and 103,417 eBook titles and approximately 130 online databases (**II.B.1.4 Collection Statistics; II.B.1.5 Library Databases; II.B.1.6 Circulation & Usage**). Library electronic resources are accessible through multiple access points on the Library website and online guides are available twenty-four hours a day (**II.B.1.7 Library Research Guides**). The Library migrated to the Library Services Platform (LSP) used by the California State University (CSU) and University of California (UC) systems in 2020. As a result, students can use a cutting-edge Library platform on par with top academic libraries while gaining transferable research skills (**II.B.1.8 Screenshot of LSP**).

The Library is a high-use welcoming space, open seven days a week in primary terms (**II.B.1.9 Library Hours**). Early morning, evening, and weekend hours are included for 80.5 open hours per week, with 158,221 visitors during the 2020-2022 academic year despite strict COVID check-in protocols (II.B.1.10 Gate Count Statistics). Extended hours are offered during finals; free snacks, study and exam supplies, and stress-reducing activities are provided with funding from Associated Students (**II.B.1.11 Stress-reduce Activities; II.B.1.12 Extended Hours Feedback**). The Library promotes student engagement through outreach activities such as Library Welcome Week, pre-semester events, "pop-up" Library services, and collaborative community Library exhibits (**II.B.1.13 Outreach Activities; II.B.1.14 Library Exhibits**). The Library regularly conducts on-the-spot student surveys (**II.B.1.15 2019 Student Survey Notepads**). Based on annual program review, the Library and Research and Institutional Effectiveness Office (RIE) developed a more comprehensive survey to assess student needs for Library

materials and technology support to be piloted in 2022-23 and annually thereafter, which will support year to year data tracking (**II.B.1.16 Annual Survey- ADD RESULTS**).

Library faculty provide reference services on campus during all hours of operation (**II.B.1.17 Information Desk**). Online, the Library provides 24/7 digital reference service through a consortium, chat, and one-on-one research appointments (**II.B.1.18 Online Research Support**). The Library Department offers LIBR 1 and 1A credit courses, which are University of California and California State University transferable, in all modalities (**II.B.1.19 Library Credit Courses**). Library faculty serve as Library liaisons to all credit and noncredit programs, campus centers, and equity programs (**II.B.1.20 Liaisons & Guidelines**). Liaisons provide course-integrated, tailored information competency instruction in their areas (**II.B.1.21 Research Request Form**). The Library also offers drop-in workshops on campus and online. Students are surveyed as part of the faculty evaluation process to gather their assessment of instruction and reference services (**II.B.1.22 Library Workshops and Student Evaluation Forms**). The Library proved essential in supporting students throughout the pandemic, providing an array of online services (**II.B.1.18 Online Research Support; II.B.1.23 Online Services Introduction**). In a cross-campus effort with Student Services and Information Technology (IT), the Technology Lending program managed 10,837 devices, catalogued, inventoried, and circulated by the Library, serving 11,589 students by 2021. During the height of the pandemic, Library and IT administrators and classified professionals provided curbside distributions to students. The Library also provided hours for students to have Zoom space, listen to music, and for questions or conversation (**II.B.1.11 Stress-reduce Activities**). Library and discipline faculty collaborated to identify online databases such as *Acland Anatomy* and *Visible Body* for the biological sciences, and *Swank* for the humanities and social sciences to support the pivot to online instruction (**II.B.1.24 Library CARES Act**). Since returning to campus, the Library serves as the main lending distribution point with a satellite distribution location at the School of Continuing Education (**II.B.1.25 Tech Lending Program**).

The Library supports programs and faculty. For example, librarians collaborated with the Associate Dean of Natural Sciences and Academic Senate President to provide data and guidance on the Library's collection to support the new baccalaureate degree in Histotechnology. Librarians use book and journal reviews to assess the appropriate rigor, currency, and depth of the selection. Existing learning support services such as tutoring, proctoring, and computer labs, will be leveraged to support future upper division Histotechnology students (**II.B.1.26 Histotechnology Program**). The Library also develops, delivers, and facilitates workshops for faculty Flex Day, Classified Professional Development Day, the New Faculty Seminar, new classified professional orientations, and participates in Teaching with Technology Fairs. During online instruction in 2020, Library faculty hosted office hours for faculty to receive one-on-one coaching on integrating Library resources and instruction into Canvas shells (II.B.1.27 PD Instruction).

Annual evaluation of academic support centers revealed that 5,496 individual students were served in Fall 2021. The pandemic impacted these numbers, which previously stood at 11,436 students accessing tutoring services and representing 37.8% of the 30,235 head counted student population in Fall 2019 (**II.B.1.28 Usage Data Report 2020**). Outcome examples of this work include consolidation of all tutoring center information and schedules on a centralized academic support flyer and the development of a shared tutoring data dashboard which provides access to success and retention rates (**II.B.1.29 Data Dashboard**). Learning support services are provided across 14 fully equipped and staffed centers for tutoring and assistance. Centers are housed within various divisions, which facilitate communication and collaboration with faculty and meet the needs of their specific student populations (**II.B.1.30 Tutoring Spring 2021 2022; II.B.1.31 Mt. SAC Computer Labs**). Tutors are trained to implement best practices following College Reading Learning Association (CRLA) standards, with Tutor Training Certificate courses taught by faculty, virtual tutor training modules, and individual coaching/mentoring (**II.B.1.32 Training Spring 2021**).

In Spring 2020, centers expanded online tutoring using Zoom conferencing, Writing Center Online, Discord, and Microsoft Teams. Other support services successfully transitioned online included supplemental instruction, academic achievement workshops, and the new Canvasador program with student peer support in Canvas (**II.B.1.33 Canvasadors**). Through the website, students can view a variety of tutorials and guides specifically created for use by students (**II.B.1.34 Canvas Tutorials**). Since Fall 2021, tutoring services are offered in both face-to-face and online modalities to mirror instructional offerings (**II.B.1.35 Tutoring Academic Support Flier Spring 2022**). Across the 13 tutoring centers, 613 face-to-face and 349 virtual tutoring assistance hours are dedicated weekly for drop-in or appointments (**II.B.1.36 Tutoring Center Brochure; II.B.1.37 Mt. SAC Tutoring Centers**). The demand for Supplemental Instruction (SI) tutors through the Academic Support and Achievement Center (ASAC) grew during the pandemic. In 2018-2019, 108 sections of Science Technology Engineering and Mathematics (STEM) courses had SIs compared to 140 STEM sections in 2021-2022. Similarly, courses in the Humanities and Social Sciences Division increased their use of SI tutors from 95 in 2018-2019 to 137 in 2021-2022 (**II.B.1.38 Instruction Sections**). Additionally, faculty, students, classified professionals, and administrators leverage an online tutoring platform, NetTutor, to provide students on-demand 24 hours a day, 7 days, a week tutorial assistance (**II.B.1.39 NetTutor Spring 2022**). Academic support workshops related to composition, grammar, and documentation for students are provided by the Writing Center, and the ASAC provides Student Achievement Workshops (**II.B.1.40 Writing Center March 2022**). Faculty led 32 unique workshops, 493 sessions in spring 2022, and 430 students attended (**II.B.1.41 Tutoring Roster**).

Analysis and Evaluation
Mt. SAC supports student learning and achievement by providing students and employees with a rich array of Library and other learning support services which include a cutting-edge Library Services Platform, expansive Library hours, 24/7 reference support, and 14 tutoring and

assistance centers providing support for specialized populations. Faculty, classified professionals, students, and administrators are committed to providing equitable access to Library and learning support services on-campus and online and annually evaluates the quantity and quality of those services to ensure they are sufficient for the needs of its students. As this narrative demonstrates, the College satisfies Eligibility Requirement (ER) 17.

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

Evidence of Meeting the Standard
The Library and learning support centers rely on the expertise of faculty and other learning support service professionals to select and maintain educational equipment, materials, that support student success through its program review process, College policies, and institutional master plans. The Librarian Liaisons Program collaborates with faculty in assigned discipline areas to develop the collection using Course Outlines of Record, collection development tools, and the Library's Collection Development Policy and Guidelines (**II.B.2.1 Library Collection Development Policy and Guidelines; IIB.2.2 Librarian Liaisons**). In addition, the Library Advisory Group ranks and recommends selections specific to Career Education (CE) needs associated with Perkins funding (**II.B.2.3 Advisory Group**). Librarians regularly evaluate and discuss database and other resource selection and deselection (**II.B.2.4 Database Selection**). Librarians are active on campus and serve on the Educational Design Committee, Curriculum and Instruction Council, the Mapping and Cataloging Committee, and the Textbook and Instructional Materials Committee, which cumulatively inform the Library Department's curriculum and resource decision-making processes (**II.B.2.5 Campus Committees; II.B.2.6 TIMC**). Additionally, the Library established the Library Initiative for Equitable and Affordable Learning (LIEAL), to increase faculty adoption of and transition to zero and low-cost instructional materials (**II.B.2.7 LIEAL**).

Students are provided ample learning and study spaces that include 14 dedicated computer labs offering students over 498 computer workstations (**II.B.1.29 Mt. SAC Computer Labs**). Faculty are integral in providing specific software recommendations based on the needs of the curriculum in their courses. All labs ensure software acquired has accessibility features, enabling all students equitable use of the tools and materials (**II.B.2.8 Tutoring Software**). Tutorial services require extensive coordination work that relies on faculty expertise. Faculty offer recommendations for hiring tutors, participate in their training, provide line of sight supervision for both online and in-person services offered, teach student workshops, and offer insights and recommendations as part of the Faculty Advisory Board for Academic Support (FABAS) established in Spring 2021. FABAS members include faculty representing a variety of academic disciplines and divisions appointed by the Academic Senate (**II.B.2.9 FABAS**

Membership- BOT report pg 14). The faculty also serve as instructors of record within tutoring centers where apportionment is collected (**II.B.2.10 LALI Faculty; II.B.2.11 Tutor Canvas Course**).

Analysis and Evaluation
Relying on the expertise of faculty, the mission and goals of the institution and the program are considered when presenting and selecting resource requests for materials, information resources, computer software and equipment.

3. **The institution evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard
The Library and all learning support centers complete an annual program review process, Planning for Institutional Effectives (PIE), to evaluate effectiveness in meeting student needs (**II.B.3.1 Library PIE; II.B.3.2 ASAC PIE**). According to the five-year review cycle for all credit courses, Library faculty assess student learning outcomes for the Library credit courses (**II.B.3.3 Student Learning Outcomes**). Student learning in the drop-in workshop program is assessed through shared assessment instruments and scoring random samples (**II.B.3.4 Student Workshop Survey; II.B.3.5 Student Feedback Survey; II.B.3.6 Assessment Process**). Library faculty use the results to continuously improve the curriculum, instructional materials, and student learning experience (**II.B.3.7 Impact Assessment**). Mt. SAC holds bi-annual Instruction and Student Services Planning Summits where equity gap data are reviewed, analyzed, and recommendations for improvement are discussed and documented (**I.B.6.12 F21-S22 instruction and student services planning summit PPTs; I.B.1.27 SS & Library Resources Division Padlet Responses**).

Research and Institutional Effectiveness (RIE) found that in all demographic groups, students who complete Library workshops have a 20% higher course success rates (**II.B.3.8 Library Workshops Impact**). In response to this data, Library faculty expanded the Librarian Liaison Program to include information competency instruction, developed contextualized and scaffolded competency curriculum as part of a grant-funded pilot, and created new drop-in workshops based on discipline faculty input (**II.B.1.22 Library Workshops; II.B.3.9 PLACEHOLDER for a recent evaluation of the workshops**). Librarians regularly evaluate the collection and solicit input from discipline faculty (**II.B.3.10 Library Collection Analysis; II.B.3.11 Collection Addition Request**). New database subscriptions are explored through trials in which faculty and students are invited to test potential new databases and provide feedback (**II.B.3.12 Database Feedback**).

All learning support services carry out regular evaluations. For example, the Speech and Sign Student Success Center evaluates tutor instruction and feedback to determine student satisfaction of services provided (**II.B.3.13 Tutor, Speech, and Sign Success**). Several learning support centers receive Student Equity and Achievement Program (SEAP) funding and have completed work plans outlining how they intend to serve disproportionately impacted students. RIE created a SEAP dashboard to assist centers in evaluating their expected outcomes. Tutoring centers have utilized this data to influence marketing efforts and strategies for reaching specific student populations (**II.B.3.14 Tutoring for ASAC Fall 2021**).

Analysis and Evaluation

The Library and other learning support services systematically evaluate students' needs for their programs and services, offering services accordingly. Satisfaction and student learning outcomes data from services, workshops and courses are used to assess both their benefit to students and continued programmatic improvement.

4. **When the institution relies on or collaborates with other institutions or other sources for Library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

The Library and learning support centers contract with multiple vendors and outside agencies to provide value-added services to students. Mt. SAC is a member of the Council of Chief Librarians for California Community Colleges and subscribes to online Library resources at discounted rates through the Community College League of California Consortia (**II.B.4.1 Consortia Purchasing**). All databases purchased through the consortia are reviewed and vetted by a systemwide committee (**II.B.4.2 Consortia Data Reviews**). The Library is a member of the Inland Empire Academic Libraries Cooperative and holds a mutual lending agreement with Cal Poly Pomona, allowing students borrowing privileges at member libraries. Both agreements are regularly evaluated by participating institutions before renewal (**II.B.4.3 Mutual Agreements**). Librarians use a liaison model, analytics, and student and faculty feedback to assess the collection (**II.B.2.1 Librarian Liaisons; II.B.1.2 Collection Statistics; II.B.3.8 Library Collection Analysis II.B.3.10 Database Feedback**). The Library takes measures to secure its assets such as the continual inventory of physical materials to ensure findability in OneSearch and on the shelf (**II.B.4.4 Library Inventory**). Security gates at the Library entrance/exit also help secure physical assets (**II.B.4.5 Library Security**). Remote access to electronic resources requires user authentication through the secure single sign-on process.

The Faculty Center for Learning Technology, a unit of the Library & Learning Resources Division, regularly coordinates with the Information Technology Department and the Distance Learning Committee to vet and assess instructional technology for all modes of instruction (**II.B.4.6 CATT Agenda & Notes; II.B.4.7 DLC Purpose and Function; II.B.4.8 DLC Minutes 9-13-22**). The Tutor Training Program Certification is housed in the College of Reading and Learning Association (CRLA). Currently, 159 tutors have met the eligibility criteria for CRLA certification. Resources and services are evaluated regularly to ensure they meet student needs and College priorities. New agreements or changes to existing vendor relationships are included as part of the planning process of each unit and are reflected in Planning for Institutional Effectiveness (PIE) documents (**II.B.4.9 NetTutor Tutoring Data; II.B.4.10 Tutoring Certificates**).

Analysis and Evaluation
Mt. SAC evaluates students' needs for services and contracts with vendors appropriately. Formal agreements are in place for services such as Library management system and tutoring online support. Faculty, classified professionals, and administrators assess the effectiveness and accessibility of these services to determine whether to continue, change, or discontinue the agreements. The security of the systems is reviewed, and the systems maintained. This evidence demonstrates that Mt. SAC meets the Accrediting Commission for Community and Junior Colleges Eligibility Requirement 17.

Conclusions on Standard II.B: Library and Learning Support Services
The Library and Academic Support Centers provide services sufficient in quantity, currency, depth, and variety to support students' success in completing distance learning and on-campus programs. The Library collections and resources are developed collaboratively by faculty across the campus to ensure that educational materials and student support services meet students' needs. Evaluation of learning outcomes and services leads to continual improvement. Finally, faculty, classified professionals, and administrators collaborate with external organizations and maintains current, secure agreements with vendors to provide students with robust Library and learning support services.

Improvement Plan(s)
None

Evidence List

II.B.1
- II.B.1.1 BP 4040 Library Services
- II.B.1.2 AP 4040 Library and Other Instructional Support Services)
- II.B.1.3 Library Services
- II.B.1.4 Collection Statistics

- II.B.1.5 Library Databases
- II.B.1.6 Circulation & Usage
- II.B.1.7 Library Research Guides
- II.B.1.8 Screenshot of LSP
- II.B.1.9 Library Hours
- II.B.1.10 Gate Count Statistics
- II.B.1.11 Stress-reduce Activities
- II.B.1.12 Extended Hours Feedback
- II.B.1.13 Outreach Activities
- II.B.1.14 Library Exhibits
- II.B.1.15 2019 Student Survey Notepads
- II.B.1.16 Annual Survey- ADD RESULTS).
- II.B.1.17 Information Desk
- II.B.1.18 Online Research Support
- II.B.1.19 Library Credit Courses
- II.B.1.20 Liaisons & Guidelines
- II.B.1.21 Research Request Form
- II.B.1.22 Library Workshops and Student Evaluation Forms
- II.B.1.23 Online Services Introduction
- II.B.1.11 Stress-reduce Activities
- II.B.1.24 Library CARES Act
- II.B.1.25 Tech Lending Program
- II.B.1.26 Histotechnology Program
- II.B.1.27 PD Instruction
- II.B.1.28 Usage Data Report 2020
- II.B.1.29 Data Dashboard
- II.B.1.30 Tutoring Spring 2021 2022
- II.B.1.31 Mt. SAC Computer Labs
- II.B.1.32 Training Spring 2021
- II.B.1.33 Canvasadors
- II.B.1.34 Canvas Tutorials
- II.B.1.35 Tutoring Academic Support Flier Spring 2022
- II.B.1.36 Tutoring Center Brochure
- II.B.1.37 Mt. SAC Tutoring Centers
- II.B.1.38 Instruction Sections
- II.B.1.39 NetTutor Spring 2022
- II.B.1.40 Writing Center March 2022
- II.B.1.41 Tutoring Roster

II.B.2

- II.B.2.1 Library Collection Development Policy and Guidelines
- II.B.2.2 Librarian Liaisons
- II.B.2.3 Advisory Group
- II.B.2.4 Database Selection
- II.B.2.5 Campus Committees
- II.B.2.6 TIMC
- II.B.2.7 LIEAL
- II.B.1.29 Mt. SAC Computer Labs
- II.B.2.8 Tutoring Software
- II.B.2.9 FABAS Membership- BOT report pg 14
- II.B.2.10 LALI Faculty
- II.B.2.11 Tutor Canvas Course

II.B.3

- II.B.3.1 Library PIE
- II.B.3.2 ASAC PIE
- II.B.3.3 Student Learning Outcomes
- II.B.3.4 Student Workshop Survey
- II.B.3.5 Student Feedback Survey
- II.B.3.6 Assessment Process
- II.B.3.7 Impact Assessment
- I.B.6.12 F21-S22 instruction and student services planning summit PPTs
- I.B.1.27 SS & Library Resources Division Padlet Responses
- II.B.3.8 Library Workshops Impact
- II.B.1.22 Library Workshops
- II.B.3.9 PLACEHOLDER for a recent evaluation of the workshops
- II.B.3.10 Library Collection Analysis
- II.B.3.11 Collection Addition Request
- II.B.3.12 Database Feedback
- II.B.3.13 Tutor, Speech, and Sign Success
- II.B.3.14 Tutoring for ASAC Fall 2021

II.B.4

- II.B.4.1 Consortia Purchasing
- II.B.4.2 Consortia Data Reviews
- II.B.4.3 Mutual Agreements

- II.B.2.1 Librarian Liaisons
- II.B.1.2 Collection Statistics
- II.B.3.8 Library Collection Analysis II.B.3.10 Database Feedback
- II.B.4.4 Library Inventory
- II.B.4.5 Library Security
- II.B.4.6 CATT Agenda & Notes
- II.B.4.7 DLC Purpose and Function
- II.B.4.8 DLC Minutes 9-13-22
- II.B.4.9 NetTutor Tutoring Data
- II.B.4.10 Tutoring Certificates