C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are adequate 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.

IIIC1. 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 Library supports instructional programs through close interaction with faculty, students, and their courses. In terms of the “bricks and mortar” Library, Harbor’s three full-time librarians and four technical staff have organized a facility that informs and educates faculty and students alike. Librarians regularly contact “LAHC All” with updates of recent book purchases as well as offering general library orientation workshops and research workshops specifically designed for course topics. Librarians at the Reference Desk spend on the average of 60 hours/week personally assisting students and facilitating research topics across the campus. Instructors may also schedule librarian visits to the classroom or computer lab for instruction in information competency skills.

The Library and Learning Assistance Center are represented on the College Planning Council, the Curriculum Committee, the Division Council, the Academic Affairs Cluster, and the Distance Learning Committee. Through committee participation both Library and the Learning Assistance Center staff are provided with input regarding learning and student support needs. The Library also regularly communicates with faculty and division chairs to solicit input on possible acquisitions and monitors the development of new curriculum so that resource materials will be available when a class is taught. Funded partially by grant and Program 100 monies, the Library is currently undergoing a project to replace outdated material with new material (textbooks and e-books). The campus is currently constructing a new Library Learning Resource Center (LLRC) funded by Prop A/AA/J. This new facility will bring the library and learning assistance function into a single building without barriers.

The Learning Assistance Center which includes the campus tutorial center, and all-campus open-access computer lab, the Mathematics Lab, Literacy Center, Writing Center, and High Tech Center for students with disabilities facilitates a use-environment for students who need additional support in achieving success in their courses.
The Writing Center is an adjunct of the Communications Division and strives to demonstrate how improved writing skills result in better communication of ideas. In support of the Communications Program Level Outcomes, students compose text for class that makes use of source material that is relevant and reliable and that is integrated in accordance with an appropriate style guide (MLA, APA). Students utilize foundations in rhetoric, editing, and technological literacy. Located in the Learning Assistance Center, the Writing Center provides tutoring services to students of diverse populations and various disciplines. It is staffed by a Language Arts Instructional Assistant funded by the English Department and one or two tutors who are funded by the Learning Assistance Center. Tutors are recommended by faculty and must complete the tutor training course Education 006A - Methods and Materials of Tutoring.

The open-entry, pass/no pass, ½ unit course offering, English 67, is available to students who commit to the 27 hours/semester attendance requirement. Hours of operation for students enrolled are Monday through Thursday from 9 a.m. to 6 p.m. and Saturday from 9 a.m. to 1 p.m. Drop-in tutoring (Supervised Learning) is also available on a first-come, first-served basis with an instructor referral. Drop-in hours are from 2-6 p.m. Monday through Thursday and Saturday from 9 a.m. to 1 p.m. Attendance accounting is handled by the recently acquired Accu-Track, a computer software program primarily used for tracking student hours, although it is capable of other data compilation. A tutor evaluation by students is conducted at the end of each semester.

The same services are offered to enrolled/drop-in students, including access to four computer stations, pay-to-print access, the Blue Pencil software program, and referrals to web sites and online tutorials such as [www.owl.english.purdue.edu](http://www.owl.english.purdue.edu) and [www.nettutor.com](http://www.nettutor.com). Also offered are print copies of various texts, references, and handouts on topics such as how to write effective thesis statements or how to use transitions creatively. Tutors generally focus on areas in need of improvement as pointed out by instructors. The one-on-one tutor/student interaction may include help with brainstorming or outlining, major revisions such as the organization and development of ideas, grammar/punctuation, and documentation/citations. At times students also receive guidance with personal statements and resumes.

Currently LAC does not have an independent budget for selecting or purchasing material but will place learning materials on reserve if this is requested by individual instructors. On some occasions a division with external funding (e.g. Nursing) works with the LAC to facilitate its own collection.

Since the 2006 Self-Study the Library and Learning Assistance Center have expanded their online presence and access. Library orientation is available to both traditional and online students via modular tutorials and individualizes workshops designed for specific classes. The Library offers a 24/7 reference assistance and a majority of full text journal articles are
delivered online through multiple databases including Gale/Cengage and JSTOR. All campus locations may access the online library resources, including OPAC, Databases, and Online references. E-books are purchased annually or biennially. The campus adheres to Section 508 compliance and a number of services are available to disabled populations. The Library has adaptive technology to assist users with certain needs, developed in cooperation and consultation with Special Programs and Services. Library information is publicized in the Library newsletter, distributed to all faculty and staff, and is on the Library web site, with instructions to share with students.

IIC1a. 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

Equipment & Materials-Library

As one college in the LACCD, the Library is part of SirsiDynix an integrated library system (cataloging, circulation, OPAC) that is District supplied, funded, and maintained. At the college level decisions regarding equipment and materials are made by library faculty and staff. All Library computer labs were updated in summer 2010 and will be replaced upon completion of the new facility. The public has access to the library labs but there is limited access to the college databases. Library labs are equipped with Vision Software which allows librarians to present information on monitor screens throughout the entire lab. The library also contracts annually with EOS acquisitions software and with a vendor to provide printing and copy services requiring a debit card. Usage statistics are kept by the vendor. The Library and LAC faculty and staff evaluate and ensure the quality of the vendor’s service. Several laptops are available for student check out, but all were donated by IT, are in poor condition, and as a result are used very little. Replacement laptops are also to come with the computer labs within the new facility.

Equipment & Materials-LAC

The LAC houses an open-access computer lab (updated with recycled campus computers summer 2010) which has 37 stations available, for enrolled Harbor College students. It also provides a bank of video player/monitor machines to accommodate instructional materials provided in this medium. CDs and DVDs are used on the computers. Computers equipped with specialized software are also available in the four independently operated labs in the center. Printing services in the LAC are provided by a contracted vendor. Instructional materials and headphones are available at the check-out counter for students to use in the LAC.
Assessment is an integral part of Library and Learning Assistance planning. The Library collection is assessed by tracking student inquiries in the library and on the basis of short web-based user surveys accessed through the library website. The surveys measure quality based on the satisfaction of students relevant to online services, e-books, the reference desk, and general helpfulness of the library. In fall 2011 an Accutrak system will be fully functional which will allow both the Library and LAC to track student use of their facility. Further studies would identify students assessed as successful by their instructors and survey those groups as to their awareness of and use of the library facility, programs, and resources during their academic career at Harbor College. Faculty surveys will also be added to this survey list.

LAC assesses the depth and variety of material by consulting with appropriate divisions. The Center Division regularly contacts Division chairs inquiring about needed learning materials and notifies the campus as a whole of new additions to the library. LAC also administers an in-house student satisfaction survey. The survey was conducted in fall 2008 and spring 2010. Results of survey?

Learning Assistance also has four learning labs that are administered by four different departments (math, writing, literacy center, and the high tech - SPSS lab). Effectiveness of these specialized learning labs has been assessed within the broader student satisfaction survey but individual surveys for the various learning centers are being developed.

The Library uses several types of information to determine whether it is enhancing student achievement of identified learning outcomes. All library workshops are followed by a short web-based quiz which serves as a method to assess the library’s achievement of identified learning outcomes. Additionally a system that would correlate the individual student library use with the student’s GPA is under consideration. Learning Assistance routinely compares the grade of a student who received assistance, for example tutoring, to observe the degree of enhancement in the student achievement. There are no other evaluation systems currently in use to assess the enhancements for students who use other resources.

**SELF EVALUATION**

The Library and its capability to provide vital services has been jeopardized by 0-based budgeting. When contractual decisions need to be determined at least eighteen months in advance of actual expenditures, the 0-based mandate creates operational insecurity. Although the services provided by the LAC are at an acceptable level, the quality of the current material collection is considered poor. The labs are using second-hand equipment that provide limited service at best. Several informal inspections of the
computer lab in the LAC found at least one-third of the computers to be inoperative. When computers go down for whatever reason, students appeal to whatever faculty/staff is available, and these individuals are pulled away from their assignments to “pinch-hit” as technicians. Security in the labs is so restrictive that students frequently are unable to use textbook-assigned CDs. Software that is available is frequently old, outdated and very expensive to update. Instructors and staff are currently buying parts to keep some of these machines running. Recently purchased software is frequently more advanced than the hardware or not installed until the end of the semester making it unavailable to students. These same technology restrictions hinder the capability of the Library and the LAC to properly collect usage or assessment data. At present both are hand-tracking student usage on spreadsheets.

Both the Library and Learning Assistance Center require stronger technological support. Hiring an Instructional Assistant-IT was the number one priority for the Academic Affairs Cluster plan in 2010. There is also a need for a dedicated LAC classroom for the purpose of conducting workshops and training.

PLANNING AGENDA

- Hire an Instructional assistant-IT dedicated to Library/LAC.

IIC1b. 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

The Information Literacy Standards as approved by the Association of College and Research Libraries have been infused into all library instruction outcomes. These standards include:

1) The information literate student determines the nature and extent of information needed.
2) The information literate student access needed information effectively and efficiently.
3) The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4) The information literate student, individually or as a member of a group uses information effectively to accomplish a specific purpose.
5) The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm
The Library provides ongoing instruction for users of the Library and other learning support services so that students are able to develop skills in information competency. The outcomes are measured in 1-unit Library Science courses (Library Science 101 and 102). Both existing Library Science courses have incorporated student learning outcomes and assessment measures. At the end of library workshops given to specific classes outcomes are measured via an online quiz administered at the end of the session. The Library has also developed partnerships with faculty within other departments to instruct students in discipline-specific information competencies. Library faculty feels this work is best done in conjunction with instructors within the other disciplines.

Through the use of assessment, examinations, and surveys, the Library assesses the competencies in information retrieval/use that it teaches students, evaluating its teaching effectiveness, and setting goals for improvement. The Library assesses student performance in, and student satisfaction with, orientation sessions and workshops. Library faculty engage in continuing discussion with classroom instructors who utilize the Library workshops, regarding their expectations and needs, and regarding student success throughout the semester.

The LAC provides peer tutor support in the open-access computer lab. Assistance with using the login process, printing services, Microsoft Office suite operations, on-line tutoring, and the on-line course management system are available. Instructional Assistants are also available to assist students with programs and procedures in the center. Workshops for study strategies and specific basic skills are planned during the semester.

SELF EVALUATION

PLANNING AGENDA

IIC1c. 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.

The Library is open to the entire College community. The facility itself is accessible to the general public. On campus the hours of operation of the Library are:

DESCRIPTIVE SUMMARY

Mondays - Thursdays: 8 a.m. - 8:30 p.m.
Fridays: 8 a.m. - 2 p.m.
Saturdays: 9 a.m. - 1 p.m.
Winter and Summer hours vary.
Library materials are also accessible electronically. All campus locations may access the online library resources, including OPAC, Databases, and Online references. The campus adheres to Section 508 compliance. The Library offers a 24/7 reference assistance and a majority of full text journal articles are delivered online through multiple databases including Gale/Cengage and JSTOR. E-books are purchased annually or biennially. In addition a number of services are available to disabled populations. The Library has adaptive technology to assist users with certain needs, developed in cooperation and consultation with Special Programs and Services. Library information is publicized in the Library newsletter, distributed to all faculty and staff, and is on the Library web site, with instructions to share with students.

The Learning Assistance Center serves enrolled Harbor College students. On-campus hours of operation are:

- Mondays - Thursdays: 8 a.m. - 8:00 p.m.
- Fridays: 8 a.m. - 2 p.m.
- Saturdays: 9 a.m. - 1 p.m.

Winter and Summer hours vary.

The hours of operation for the learning labs within LAC vary according to available personnel.

The Library and LAC maintain hours to include all on-campus students. Virtual services are available for online students who take classes at outreach high school locations. Persons with visual disabilities have software available to enlarge text on computer monitors and close-circuit TV machines to enlarge the printed page. Text-to-speech scanner and software is available for students with reading disabilities. Harbor College also has a contract with an online tutoring company which offers specific subject area tutoring, a writing center, and a math lab. Students who are currently enrolled have access to this service 24/7. They sign up for the service through their online classes or at the LAC. If a live person is not readily available, live “chats” and other methods of communication are available. The on-line faculty and students who use the service are surveyed for feedback about their satisfaction. Some of the instructional software used in the learning labs is web-based and thus available to students who are off campus.

In addition to the on-line capability and the four learning labs within LAC, there is a great deal of diversity of learning support services that extend beyond LAC. Tutoring services offered beyond LAC tend to meet the specific needs of a particular department. For example, the Music department offers tutoring on music theory and music fundamentals. Students may meet with individual instructors or with a full-time staff person. The Business department offers CAOT specifically designed for students pursuing a business degree and Nursing students meet with their instructors on an individual basis as needed.
The Life Skills Center offers student support services that address students' student success skills and psychological needs. These services apply to a wide variety of courses. Special Programs and Services (SPS) offer services designed to meet the needs of students with disabilities. Services include tutoring, reader and interpreter services and mobility assistance services. In addition, through the TRIO grant project SPS offers supplemental counseling, student success workshops, financial literacy counseling, and grant aid.

Student Services make EOPS and CARE programs available. These programs offer group tutoring in Math and English whenever possible.

The Economic Development and Workforce Education Department offers two programs: an entry-level bilingual computer workshop and a program geared toward foster youth. The latter provides tutoring to foster youth still in high school who will eventually attend LAHC. Please see "Depth of Learning Support Services offered at LAHC" (Table)

**SELF EVALUATION**

**PLANNING AGENDA**

IIC1d. The institution provides effective maintenance and security for its Library and other learning support services.

**DESCRIPTIVE SUMMARY**

There is a security system in place in the Library with alarmed entrances and exits. The LAC does not have alarmed entrances and exits. The Sheriff’s department provides ongoing monitoring of all programs in the building. Security has also been a key issue in the planning and design of the new library and learning center complex. Maintenance of the computer labs is provided by the IT department. Maintenance of the facility is addressed by the college.

IIC1e. 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**

The Library and LAC contracts with a vendor to provide printing and copy...
SUMMARY

services. Usage statistics are kept by the vendor. The Library and LAC faculty and staff evaluate and ensure the quality of the vendor’s service.

Maintenance of the Library catalog resides at the District level. The Library belongs to a consortium of California community colleges; the benefit is reduced subscription fees to online databases. Most databases provide usage statistics. NetLibrary also provides usage statistics.

In addition to operating their on-campus tutorial program, the LAC contracts with a professional On-line Tutorial service for students in the distance education as well as those from the physical campus. The company provides the college with data regarding the student use of their services. The college conducts its own student satisfaction survey for these services.

PLANNING AGENDA

IIC2. 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

The Library and LAC rely on a number of assessment tools to evaluate their services. These include student surveys, course surveys, tutor surveys and District Student Services surveys. The District Library chairs meet regularly to discuss best practices. Faculty feedback is requested and surveyed. Evaluations are administered to students upon completion of Information Competency courses.

PLANNING AGENDA