Standard II.B: Library and Learning Support Services

II.B.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
- In accordance with Board Policy 3050: Library, the MPC Library maintains a diverse collection of print, audio-visual, and online resources that support and enhance the educational programs of the College [IIB1.1].
- The MPC Library offers services consistent with expectations for libraries in higher education, including reference services, research databases, library instruction and information literacy courses, interlibrary loan, course reserves, spaces for both collaborative and individual study, and computers designated for student use. Faculty, staff, and students in good standing may take advantage of all of the library's services, regardless of location or mode of instruction [IIB1.2].
- The College provides sufficient learning support services including tutoring, learning centers, and computer labs to support students and personnel responsible for student learning and support [Table 1 below; IIB1.12 – IIB1.19].

Analysis and Evaluation

Monterey Peninsula College's library and learning support services include library collections and services, as well as learning support centers that provide tutoring and support for general and program-specific areas of study. Individual learning support service centers also provide computer labs, access to learning technology, and ongoing instruction appropriate to the specific population of students served, as outlined below in Table 1.

The College systematically assesses these services through Program Review, Program Reflections, and other department-identified measures to ensure that they are sufficient in quantity, currency, depth, and variety to support student learning and achievement in all educational programs, regardless of location or mode of delivery.

Table 1: Library and Learning Support Services at MPC

Service	Regular Semester Hours	Population served	Services
MPC Library (LTC 2nd & 3rd floors)	M-TH 7:45 AM – 7:00 PM F 7:45 AM – 12:00 PM	All students.	Computer lab; study rooms; access to library collections (print, A/V, and online); course reserves; research assistance and general reference help
English and Study Skills Center (ESSC) (LTC 1st floor)	M-TH 8:00 AM-7:00 PM F 8:00 AM – 12:00 PM SU 9:00 AM – 1:00 PM	All students	Computer lab; Individualized reading and writing instruction; research paper/essay editing; reading, writing, study skills support
Reading Center (LTC 1st Floor)	M-TH 8:00 AM – 7:00 PM F 8:00 AM – 12:00 PM	All students	One on one, or small group tutoring in reading, spelling, and pronunciation
Marina Learning Center (MA 101—103)	M-TH 8:00 AM – 9:00 PM F 8:00 AM – 4:30 PM	All students, with a focus on Marina-specific needs	Library services (Course reserves & online collections); some services from Business Skills Center, ESSC, MLC, Reading Center
High Tech Center for Students w/ Disabilities (HSS 105)	M-TH 9:00 AM – 4:00 PM	Designated for Access Resource Center students	Classes in word processing, computer applications, math, drop-in lab for student projects
Math Learning Center (BMC 103)	M & W 9:30 AM – 6:00 PM T & TH 10:00 AM - 6:00PM F 10:00 AM – 12:00 PM SU 1:00 PM – 5:00 PM	Designated for students in math (or math-heavy) courses	Drop-in math tutoring for students enrolled in MATH (below 20A), science (excludes Physics 3), or a CTE course involving mathematics
Nursing Learning Resource Center (NU 105)	M-TH 9:00 AM – 6:00 PM	Designated for Nursing students	Computer lab, equipment for nursing skills practice, textbooks, videos, and software
TRIO Learning Center (SC 123)	M-TH 9:00 AM – 7:00 PM F 9:00 AM – 1:00 PM	Designated for TRIO and EOPS students	Textbooks, computers/laptops, smart keyboards, scientific and graphing calculators, free printing and copying, instruction and workshops on time management, scholarships, financial aid, career exploration, etc.
Business Skills Center (BMC 201)	M-TH 10:30 AM – 3:30 PM T & TH 5:30 PM – 8:30 PM	Designated for students in Business Skills courses	Courses in Microsoft Word, Excel, PowerPoint, Microsoft Window, Quicken, and Accessing Business Information via the Internet.
Graphics Art Lab (GA building)	M-TH 9:00 AM – 9:00 PM F 9:00 AM – 4:00 PM	Designated for Graphic Arts students	Apple computers, scanners, black and white laser printer, 8 color, large-format output device.

Library and Technology Center (LTC)

The Library and Technology Center opened in June of 2003. The MPC Library occupies the second and third floors of the LTC, and maintains open computer labs on each of its two floors. The English Study Skills Center and Reading Center occupy the first floor of the LTC. In addition, the LTC building also houses the Office of Institutional Research (LTC 319) and the Center for Instructional Technology, the primary support office for MPC Online (LTC 317).

The library collection consists of approximately 79,000 volumes, including 28,384 eBooks, 117 print periodical subscriptions, 4,314 audio-visual items (1,516 CDs, 1,344 DVDs, 1,060 audiocassettes, and 394 videos), roughly 4,100 items designated for course reserve. Librarians participate in regular collection development and weeding activities in order to maintain an appropriate balance between historical and current information. As of fall 2015, items in the library's physical collection had an average publication date of 1993.

The library maintains subscriptions to approximately 50 licensed full-text databases and online reference sources. Library databases and eBooks may be accessed 24/7 from off-campus by students faculty, and staff via library website, using an MPC Library card for authentication [IIB1.3]. Databases and eBooks have proven to be an effective way to extend library collections to support student learning at hours and locations where the physical collection may not be available. Online resources continue to be particularly essential for supporting students at the Marina Education Center and Public Safety Training Center, as well as students taking courses primarily through MPC Online. All online resources are available from the library's website [IIB1.2]

As of fall 2015, the MPC Library staff consists of four full-time faculty librarians, seven full-time classified employees, six part-time adjunct librarians, and four part-time classified employees. The library employs work-study students when appropriate (and when students are available). To ensure sufficient coverage of services, responsibilities are divided to give each librarian oversight of a general service area (reference and public services, instruction, digital services, and technical services). Each librarian serves as a subject liaison to other departments on campus for collection development purposes (see Standard II.B.2). Librarians participate in selection and de-selection in order to maintain a balance between historical and current information; as of fall 2015, the average publication date of items in the library's physical collection is 1993.

Ongoing instruction for students, faculty, staff, and community patrons occurs in several different ways. Faculty librarians staff the reference desk during all but the first 15 minutes of the library's daily hours during the regular semester, and all but the first hour during the summer. During reference interactions, librarians conduct one-on-one and small group instruction on how to find, access, evaluate, and effectively use the resources in the library's collection. While the majority of reference instruction takes place in person at the reference desk, librarians also work with patrons by phone and email, as well.

Ongoing instruction also occurs through bibliographic instruction sessions, conducted at the request of classroom faculty. Librarians work collaboratively with course instructors to prepare subject-specific presentations tailored to specific assignments, course learning outcomes, and needs of the students [IIB1.4]. Librarians teach roughly 120 of these sessions per year, and in the 2014-2015 year, delivered library instruction to just over 4000 students through this method of instruction [IIB1.5]. Librarians evaluate the effectiveness sessions through ongoing

discussion with classroom instructors, as well as through indirect and direct observation of students during sessions.

Research guides developed by library faculty provide targeted instruction on topics related to information competency and use of the library collections [IIB1.6]. The research guides point students to selected print resources, licensed periodicals, databases, reliable Internet sites, and academic support topics such as citation. Students and faculty can access the guides directly through the library's website. Faculty can also embed links to the guides into course materials to supplement in-person instruction. As with other online resources, the guides allow library staff to extend instruction services beyond the operating hours and physical footprint of the library building.

Library faculty also conduct ongoing instruction through a 1-unit online course related to library and information literacy skills (LIBR 50: Introduction to Library and Research Skills). The LIBR 50 curriculum has been based on the ACRL (Association of College and Research Libraries) Information Literacy Competency Standards for Higher Education, and fills the local graduation requirement for information competency [IIB1.7]. LIBR 80: Internet Literacy also fills this requirement; LIBR 80 is a more technology-intensive course focusing on more advanced information literacy skills [IIB1.8]. The effectiveness of the LIBR 50 and LIBR 80 curricula is evaluated as student learning outcomes are assessed each semester, as well as during program review.

The library facilities include two smart classrooms with digital projectors and interactive instructor workstations that can be used for instruction. The larger of these classrooms can be split into two small classrooms if necessary, although this does not happen often in practice. This large instruction room contains thirty-five student workstations and two instructor stations. Both smart classrooms can support assistive listening equipment.

The open computer lab in the LTC building contains 155 computers designated for student use. All 16 study rooms are equipped with DVD and VHS players, and there are three stand-alone DVD/VHS viewing carrels on the main floor. The computers in the library's open labs allow access to the online catalog and all online resources, as well as Internet resources, class-specific software, and the complete Microsoft Office suite with podcasts and online tutorials. The computers are also equipped with accessibility/assistive technology programs, such as Zoom Text, Narrator, and an on-screen keyboard; Kurzweil 3000 has been loaded on four of the lab computers; one computer workstation is specifically designated as an assistive workstation. Assistance for all computers and equipment in the LTC is provided by trained technicians within the LTC and supported by campus Information Services staff.

To evaluate the effectiveness of library services, library staff have established five Service Area Outcomes (SAOs) based on the mission of the MPC Library [IIB1.9]. Staff evaluate the library's performance against these SAOs during Program Reflections [e.g., IIB1.10, p. 31-34].

Library staff also collect and analyze data regarding use of the library and its collections, including circulation statistics, database usage data, the number and type of reference questions asked, lab computer usage trends, the number of bibliographic instruction sessions offered, and the number of students attending these sessions [IIB1.11]. Library staff also LIBR 50 and LIBR 80 are both assessed using the achievement of student learning outcomes of the courses. More detail about the specific methods used to evaluate library services (including all of the library's courses) can be found in Standard II.B.3.

Learning Support Services
English and Study Skills Center (ESSC)
The English and Study Skills Center (ESSC) provides reading, writing, and study skills support to MPC students from a broad range of educational backgrounds and across all academic disciplines [IIB1.12]. Administrative oversight for the ESSC is provided by the Humanities Division; ESSC staff work closely with the English Department, conducting lab activities for students enrolled in developmental reading and writing courses, as well as delivering individualized instruction in reading and writing skills. The ESSC also runs a program of study skills related workshops to enhance its study skills offerings [IIB1.13]. The ESSC is staffed by one full-time faculty member, four part-time faculty, one full-time Instructional Technology Specialist, 6 part-time classified staff. Each semester, the employees of the ESSC serve between 900-1200 students.

In addition to professional faculty and staff and a comprehensive library of instructional materials, the ESSC provides students access to computers, printers, copiers, and document scanners. The ESSC's physical space contains an open lab area, a media room for the production of group projects, and a classroom, which contains 30 student workstations, instructional projection equipment, and a SMART board. The ESSC shares open lab space (174 seats with 113 computers) with the Reading Center on the first floor of the LTC building.

Reading Center
The Reading Center offers one-on-one or small group tutoring, with a focus on reading development skills [IIB13.14]. All MPC students enrolled in at least one class are eligible to enroll one of the Reading Center courses and receive structured assistance with foundational reading skills (e.g., phonemic awareness, comprehension, critical thinking skills, etc.). Additionally, Reading Center staff provide assessment for students registered in the lower levels of the College's reading course sequence. Students who are identified as at-risk as a result of the assessment are referred for individualized or small-group tutoring.

Administrative oversight for the Reading Center is provided through the Humanities Division. The Reading Center staff includes one full-time faculty member, two part-time faculty members, one coordinator, and 10 permanent, part-time instructional specialists.

High Tech Center for Students with Disabilities

The High Tech Center (HTC) supports the instructional component of MPC's Access Resource Center [IIB1.15]. The High Tech Center has two distinct labs/classrooms: the Adaptive Computer Technology (ACT) Lab and the Computer Assisted Instruction (CAI) Lab. The ACT Lab has 17 computers and offers classes in word processing, computer applications, and math, as well as a drop-in lab for student-specific projects. All classes and labs are tailored to meet the needs of students with disabilities. Training in adaptive computer technologies to enable students with a variety of types of disabilities to access computer programs is an integral function of the ACT Lab. In addition, the production of all of the alternate media materials for the campus is facilitated through the ACT Lab. The CAI Lab/Classroom has 15 computers and offers a range of specialized classes and labs in basic skills, cognitive skills, and study skills development.

The High Tech Center is staffed by three full-time faculty members and three part-time instructional specialists. On average, the program serves 350 students per semester. All of the instructors in the High Tech Center are learning disability (LD) specialists. Each specialist is trained in LD assessment and interpretation. Teaching loads of faculty members vary and include multiple responsibilities outside of teaching in the HTC.

Math Learning Center

The Math Learning Center (MLC) offers math tutoring for students enrolled in courses requiring mathematics skills [IIB1.16]. Tutoring and coaching in the MLC can accommodate all learners and math levels up through calculus (MATH 20) and advanced physics (PHYS 3). The MLC maintains a small library of math textbooks and calculators for students to borrow while using the MLC, and also keeps eight computers available for students working on coursework for online math classes. In addition to tutoring services, the MLC provides test-proctoring services for math instructors who need to give tests outside of the classroom. The MLC is staffed by one full-time faculty member and six student tutors.

Nursing Learning Resource Center

The Nursing Learning Resource Center [provides a variety of materials to support nursing student learning, including equipment for nursing skills practice, textbooks, videos, and software. The Nursing Learning Resource Center is staffed by a full-time Instructional Technology Specialist for Nursing, and also by a nursing faculty member approximately 24 hours per week.

The Nursing Learning Resource Center includes a computer lab, which contains 21 computer stations for nursing students to use for class preparation and enhancement of learning. The full-time instructional technician ensures that the equipment is functioning and assists students in accessing learning materials.

TRIO Learning Center

The TRIO Learning Center (TLC) supports TRIO participants and EOPS-eligible students as they develop the study skills and academic strategies necessary to succeed in College level courses [IIB1.17]. TLC instructors work collaboratively with certificated counselors to identify and address non-academic issues that may affect a student's overall academic performance. TLC staff provide one-on-one and/or small group instruction in topics such as time management, scholarships, financial aid, and career exploration, as well as instructional support and study skills development for English, math, and chemistry courses. Additional services include a textbook lending library, computer access, scientific and graphic calculators, and free printing and copying.

The TLC also serves as the site for the Upward Bound after school tutorial program. Upward Bound participants receive tutorial assistance in literature, composition, world languages, mathematics, and science. The after school tutorial program is open to UB participants four days a week from 3:00 p.m. to 7:00 pm. Upward Bound participants receive personal, academic, and career counseling services by certificated counselors who have offices in the TRIO Learning Center. Upward Bound services also include assistance with college preparation, such as SAT/ACT prep and assistance completing college applications and financial aid forms.

TRIO services (including the TLC) are provided year-round; permanent staffing includes five full-time faculty, one part-time faculty member, and three full-time classified staff. Approximately 18 temporary staff are employed each summer to provide instructional and support services to TRIO students.

Business Skills Center

The Business Skills Center (BSC) offers computer applications instruction in a self-paced lab environment [IIB1.18]. Courses are constructed to meet specific student learning outcomes related to basic business computing and technology, such as Microsoft Word, Excel, PowerPoint, Windows, and basic financial software like Quicken. Hands-on exercises and assignments develop skills, and learning outcomes are assessed through class examinations.

Oversight for the BSC is provided by a full-time (10-month) classified coordinator, and courses are taught by four adjunct instructors. There are 42 computers available for student use, two of which are configured for adaptive learning. Approximately 230 students were enrolled in Business Skills classes in fall 2015.

Graphic Arts Lab

The Graphic Arts Lab supports the graphic arts instructional program by providing students with access to specific digital tools and resources. Software and hardware in the lab mirrors the resources in the graphic arts classroom, allowing students to use these specialized resources to complete coursework outside of regular class time. The lab contains nine Apple computers; two scanners; one black and white laser printer; and one large-format, eight-color inkjet printer.

The Instructional Technology Specialist for Graphic Arts oversees the facility and provides instructional support as needed. The offices of the Instructional Technology Specialist and the program director are contiguous to the Graphic Arts lab.

In addition to the presence of the instructional technology specialist, program instructors are present throughout the week. They schedule regular hours for assistance and advisement, as well as individual student appointments as requested. The Graphic Arts lab serves an average of 30 enrolled graphic arts students per semester. They accommodate additional students (typically non-program students) who drop in to use the resource in a limited capacity.

To evaluate the effectiveness of learning support services, personnel in each service participate in Program Reflections and program review with their parent division. Services with their own courses, such as the ESSC, Reading Center, and Business Skills Center, evaluate the effectiveness of their curricula through the instructor reflections process. Standard II.B.3 discusses learning support service participation in reflections and program review in detail.

Library and Learning Support Services at the Marina Education Center
Library and library learning support services at the Marina Education Center (MEC) are offered as a mix of in-person and online services [IIB1.19]. All students, regardless of their primary campus or mode of instruction, may use the library's online resources and take advantage of online learning support services offered through each of the service areas on the main campus.

In-person library and learning support services are coordinated through the Learning Center at Marina, a three-room cluster at the MEC. The main office in MA101 houses the library services and study area. Library services at Marina include course reserve checkout, library card application, and access to the library catalog, website, and databases. There are four laptops for student use in room MA101. MA102 is the office for Student services and has seven laptops for student use as well as a GoPrint printing station. Room MA103 houses a computer lab and classroom used by the English Study Skills Center, the Math Learning Center, and the Business Skills Center to support their course offerings in Marina. MA103 has 33 computer workstations and is open during the times when the ESSC, MLC, and BSL are holding classes.

Conclusion: Monterey Peninsula College meets Standard II.B.1.

Evidence Cited
IIB1.1   Board Policy 3050: Library
IIB1.2   Library Website
IIB1.3   Library Databases
IIB1.4   Sample Request for Library Instruction via email
IIB1.5   2014-2015 Instruction Statistics
IIB1.6   LibGuides Website
IIB1.7   LIBR 50: Course Outline of Record
IIB1.8   LIBR 80: Course Outline of Record

IIB1.9   Library Service Area Outcomes
IIB1.10   2014-2015 Program Reflections, p. 31-34
IIB1.11   2014-2015 Library Statistics
IIB1.12   ESSC Website
IIB1.13   Sample ESSC Workshop Calendar
IIB1.14   Reading Center Website
IIB1.15   High-Tech Center Website
IIB1.16   Math Learning Center Website
IIB1.17   TRIO Learning Center Website
IIB1.18   Business Skills Center Website
IIB1.19   Marina Education Center Website

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

Evidence of Meeting the Standard

- The College relies on the expertise of librarians and learning support services professionals to select and maintain educational equipment and materials that support student learning and enhance the achievement of the mission of the institution, as evidenced by the library's collection development policy [IIB2.1].
- Curriculum development processes include library input [IIB2.3].

Analysis and Evaluation

Faculty librarians select (and deselect) print, digital, and audio-visual materials for the library collection following an internal collection development policy based on the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education and ALA's Association for Library Collections and Technical Services (ALCTS) [IIB2.1]. Librarians rely on input from discipline faculty, descriptions of curricula, patron requests, and reviews in standard professional publications such as *Choice* and *Resources for College Libraries* to guide selection decisions. Librarians also participate in an ongoing process of de-selection to ensure currency and relevancy of the collection.

Each faculty librarian acts as a subject liaison to several instructional departments based on his/her educational background and interests in order to promote collaboration with instructional faculty and ensure that the library's collection aligns with and supports curriculum. Instructional faculty make recommendations for additions to (or deletions from) the collection on a regular basis; these collaborative relationships become especially important when programs are being restructured or redeveloped. For example, in fall 2014, a new Gender and Women's Studies instructor was hired to transition that program from Women's Studies to Gender and Women's Studies. Library faculty and staff worked with this instructor throughout the 2014/2015 academic year to acquire materials that directly supported the shift in curriculum [IIB2.2]. Likewise, library faculty worked with a Child Development faculty member and the Associate

Dean for Instructional Technology to identify and license a database that would provide better resources to support students taking online Child Development courses.

In addition, the Library Division also has a standing seat on the Curriculum Advisory Committee (CAC). As CAC reviews curriculum proposals and revisions, the librarian on the committee confirms that the library has sufficient and appropriate materials to support the objectives and outcomes of the courses under consideration [IIB3.3].

Instructional equipment in the library and learning support centers includes computers in the LTC Open Lab and ESSC lab, and computers and projectors in the library's bibliographic instruction classroom and in the ESL classroom. All of this equipment is maintained by instructional technology specialists in the respective departments, in collaboration with the campus Information Services department.

Most computers in the Library and Technology Center were upgraded during the 2008-2009 academic year, including 78 of the computers in the library labs, 52 in the ESL classroom and open lab, and 86 in the ESSC classroom and open lab. All of the computers in the library classrooms were replaced with new equipment in summer 2008, and are nearing the end of their lifespan. Computer use by students continues to increase, as do students' expectations around the availability of online resources. Ongoing maintenance and refreshment of the computers in the open lab has been a subject of discussion between the library and Information Services staff. Establishing a staggered refreshment cycle for the open lab computers in the LTC building is a goal of both the library and Information Services [IIB2.4; IIB2.5].

Conclusion: Monterey Peninsula College meets Standard II.B.2.

Evidence Cited
IIB2.1   Library Collection Development Policy
IIB2.2   Sample Faculty Acquisition Request
IIB2.3   CAC Committee Tech Review Assignments
IIB2.4   Library Action Plan, Spring 2015
IIB2.5   2015-2016 Tech Refresh Plan

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

Evidence of Meeting the Standard

- The College evaluates library and other learning support services through the program review process, student learning outcomes assessments, program reflections dialogue, and analysis of usage data [IIB3.1, IIB3.3-6].
- The College uses the results of evaluation of its services as the basis for improvement to better support attainment of learning outcomes [IIB.2 – IIB.6].

Analysis and Evaluation

The MPC Library completes a comprehensive program review (CPR) every six years in order to evaluate the effectiveness of its services and the degree to which they support students' achievement of identified learning outcomes [IIB3.1a]. The process includes a curriculum review, enrollment data, student performance data (including student completion, success, retention and persistence rates), and a service assessment surveys (distributed to students, staff, and faculty). The library uses the program review to evaluate the effectiveness of its services and set performance improvement plans where necessary. Annual updates and action plans allow the library to track progress its plans and ensure that budget-dependent action items are considered during the College's annual planning and resource allocation process [IIB3.2].

Learning support services participate in program review with their parent division. For example, the English and Study Skills Center and Reading Center complete program review with the Humanities Division, the Math Learning Center completes program review with the Physical Science Division, etc. [IIB3.1b, IIB3.1c]. The College has found this process to be an effective way to confirm that learning support services support identified student needs and contribute to the achievement of student learning outcomes within specific disciplines.

Outcomes Assessment Processes

Student Learning Outcomes are in place for courses offered through the library and learning centers and assessed through the Instructor Reflections processes outlined in Standard IB and IIA. Ongoing assessment of student attainment of these SLOs leads to improvements in each of these program areas [IIB3.3a, IIB3.3b]. The library and learning support services participate in Program Reflections, as well. As with program review, learning support services participate with their parent divisions/departments [IIB3.4].

As described in Standard IIB1, The library uses five Service Area Outcomes (SAOs) to assess the effectiveness of its services and support for learning beyond its structured curriculum. To assess how well the library attains its Service Area Outcomes, staff collect and analyze data related to database usage, group study room checkouts, reference transactions, bibliographic instruction sessions, circulation of regular and reserve materials, and interlibrary loans [IIB3.5]. Each of these datasets provides rich information about the adequacy of library services and how well the library meets the needs of students. Library staff monitor statistical data throughout the year and use them to inform discussions about SAOs, as well as to make improvements as needs emerge. For example, monitoring the traffic at the reference and circulation desk allows library

staff to make informed decisions about staffing, signage, and gaps in service as well as determining concepts that can be reinforced through instruction sessions or online tutorials. Library staff discusses these data as they evaluate SAOs during Program Reflections each fall [IIB3.4, p. 31-34]. Periodic status updates on goals and outcomes occur during monthly staff meetings.

Student Feedback

Student evaluations are conducted every three years for full-time faculty as part of the faculty evaluation process and assist in improving student learning. In the library, students provide feedback both on instructors of library classes and on librarians at the reference desk. This information helps individual librarians better meet the needs of their students. Outside of program review and Accreditation cycles, surveys of library services are done on an *ad hoc* basis to inform decisions about improvements to services. For example, library staff conducted a survey s about the library hours at the end of the spring 2015 semester. During fall 2015, library faculty and staff used the survey results to inform ongoing discussions about how to expand library hours [IIB3.6].

Student surveys are regularly conducted in the learning support services, as well, although specific methods and schedules for feedback vary by department. The ESL Center and the Reading Center regularly solicit input from students via surveys to help evaluate and improve the quality of their services. In addition, students fill out evaluations at the end of each semester in the Reading Center. Nursing faculty request input from students and faculty about the Nursing Learning Resource Center each year as part of an annual Nursing Program Systematic Evaluation meeting in May or June of each year. The Business Skills Center evaluates student satisfaction annually using a survey eliciting questions covering achievement of student learning outcomes, course objectives, performance of staff, adequacy of instructional material, and individual class satisfaction. In each case, this feedback helps to identify areas for improvement, and leads to changes where warranted.

Conclusion: Monterey Peninsula College meets Standard II.B.3.

Evidence Cited
IIB3.1   Program Review Examples
      a. Library
      b. Humanities (ESSC, Reading Center)
      a. Mathematics
IIB3.2   Library Action Plan, Spring 2015
IIB3.3   Instructor Reflections Examples
      a. LIBR 50
      b. ENGL 351
IIB3.4   Fall 2014 Program Reflections Examples
      a. Library, p. 31-34
      b. Reading Center, p. 25-27
      c. ESSC, p. 17-21

IIB3.5   2014-2015 Library Usage Statistics
IIB3.6   Library Hours survey results

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

Evidence of Meeting the Standard
- The MPC Library maintains collaborative relationships with other institutions and contracts with standard library service providers to enhance library services and support instructional programs [IIB4.1, IIB4.4].
- The College takes direct responsibility for the security, maintenance, and reliability of its library and learning support services [IIB4.5 – IIB4.6].

Analysis and Evaluation
Currently, the library is the only learning support service at Monterey Peninsula College that relies on collaboration or contractual agreements to enhance services.

Integrated Library System
The MPC Library uses Ex Libris Voyager as its integrated library system (ILS). The ILS drives the library's online catalog, and allows library staff to perform tasks related to circulation, acquisitions, serials management, database maintenance (i.e., cataloging), and materials inventory. The Voyager server has been hosted by the library at California State University, Monterey Bay (CSUMB) since 1997, when both CSUMB and MPC originally implemented Voyager for their libraries. The CSUMB library provides similar hosting services for two other area community colleges. Each individual library has remote access to its own dedicated server space at CSUMB for the purposes of running reports, importing/exporting data, and customizing online catalogs. CSUMB library staff coordinate the timing of any required maintenance or software updates and provides technical support on the extremely rare occasions when issues arise.

Prior to March 2013, the Voyager hosting arrangement with CSUMB was based on verbal agreements. MPC librarians worked with library staff at CSUMB and the other libraries to document these verbal agreements, clarify each college's responsibilities regarding Voyager, and establish a timeline for notification of any change to this hosting arrangement [IIB4.1]. In August 2015, CSUMB library staff notified MPC of its intent to migrate away from Voyage as part of a CSU-wide plan to implement a shared library system. As of fall 2015, CSUMB has

indicated that it will cease Voyager hosting services by the end of calendar year 2017. This timeline allows MPC to evaluate its options for a new ILS and plan its own migration.

Resource Sharing via Consortia Memberships

The MPC Library is a member of two consortia, each of which offers benefits that allow the library to extend and enhance its services. The Monterey Bay Area Cooperative Library System (MOBAC) is a membership organization of 18 academic, public, and special libraries in Monterey, Santa Cruz and San Benito counties. MOBAC provides members the ability to lend and borrow materials with each other at no cost, and includes a courier service for transport of materials between libraries. MOBAC membership enables the MPC Library to enhance its interlibrary loan services and provide quick service for students and faculty. Other benefits of MOBAC membership include collaboration and information sharing, as well as low- or no-cost professional development workshops for library staff.

The MPC Library is also a member of the Community College Library Consortium (CCLC). A partnership between the Community College League of California and the Council of Chief Librarians, CCLC manages a cooperative buying program for community colleges. Membership in this group allows the MPC Library to take advantage of consortia pricing and license online resources at reduced rates. Quantitative statistics related to these services, such as monthly database usage and the number of interlibrary loans processed and received, help the librarians evaluate the contracts with CCL and MOBAC to make sure they are effective [IIB4.2, IIB4.3].

Contracts for Standard Library Services

The library uses two standard vendors in the library industry that allow for greater efficiency in acquisitions, cataloging, and interlibrary loan. Through the Online Computer Library Center (OCLC), the library has access to high-quality library catalog data and interlibrary loan services. Additionally, the library has ordered the majority of its materials from YBP Library Services since 2011, when it contracted with YBP for "shelf-ready" book orders [IIB3.4]. Books arrive at the library fully cataloged and processed, with spine labels, security strips, and property stamps affixed. Switching to shelf-ready processing significantly reduced fulfillment time for each book order, meaning that materials are available to students and faculty much sooner.

Library staff monitor and evaluate services received from OCLC and YBP throughout the year to ensure that they remain effective. For example, staff double-check the quality of catalog records that come with each YBP book order as materials are checked in. Staff also monitor the turnaround time for each book order. The contract for "shelf-ready" services is reviewed annually to ensure that the services remain cost-effective.

Maintenance of Facilities and Equipment

MPC provides for the maintenance of its physical library and learning support facilities (including those at the Marina and Seaside campuses) directly, rather than contracting these services to an external vendor. The campus Facilities Department oversees routine maintenance

and custodial tasks, and responds to any requests for non-routine maintenance [IIB4.5]. The implementation of the SchoolDude tracking system discussed in Standard IIIB has greatly streamlined building maintenance. The online maintenance log feature allows staff in the LTC to report problems and check the status of a reported issue. This system reduces duplication of reporting of building issues, provides staff with an estimate of when the problems will be fixed, and allows Facilities and LTC staff to identify patterns or trends in maintenance problems over time, which has led to improvements in both routine services and resolution of larger problems in the building.

Technology staff assigned to the respective library and learning support areas handle the maintenance of equipment in their area, with general support from the campus Information Technology department. In the LTC, the Library Systems Technology Coordinator and Instructional Technology Specialists in the library, ESSC, and Reading Center maintain the computer labs, study rooms, and copy rooms. Campus IT maintains equipment at the Marina and Seaside locations.

Security

The MPC Security Department oversees general security for the campus [IIB4.6], including the library. Within the LTC, several additional specific measures have been implemented to keep the building secure and prevent equipment loss. All of the LTC's external doors are fitted with alarms, controlled via Radionics alarm pads. During hours when staff are not present, all doors are alarmed; during building hours, the main public entrances are un-alarmed. When the door alarm rings during normal hours, a staff member with a building alarm code responds, secures the area, and resets the alarm. Campus Security responds to door alarms when the building is closed. The classroom currently used as the Learning Center at the Marina site of the MPC Education Center also has a security alarm system.

The LTC is equipped with a Siemens Cerberus fire safety system, which monitors all fire and electrical systems in the building. In the event of a fire alarm, Monterey Dispatch notifies the Monterey Fire Department and MPC Security. The Monterey Fire Department and MPC Security verify the alarm, and in the case of an actual emergency, the Building Response Team goes into effect.

Security cameras inside the LTC allow monitoring of activity throughout the building, at building entrances and exits, and in areas where cash may be handled (e.g., the library Circulation Desk). A high definition camera was installed at the main entrance of the Library and Technology Center in August 2014 to allow better monitoring of foot traffic into and out of the building. Security footage is stored for 3 months, and can be reviewed by designated staff on an as-needed basis.

Additionally, library staff keep a log of all disruptive incidents involving library patrons. These incidents entered into the campus-wide incident tracking system, which helps the campus's

Behavioral Assessment Resource Team (BART) identify potential patterns of disruptive or threatening student behavior and work towards prevention. The Public Services Librarian represents the library at BART meetings.

The main entrance of the LTC has controlled entry with a 3M 3804BC security system, with four gates located next to the library Circulation Desk. To prevent theft of library material and equipment, the library's physical inventory is tagged with magnetic strips that are disabled when materials are checked out. Any tagged items that are taken through the gate without having been properly checked out by library staff will trigger the gate alarm and prompt the librarian on duty to conduct a bag check.

The Learning Center at the Marina Education Center also has an alarm system. The evening campus supervisor closes and secures the Marina campus as part of the regular closing routine.

Conclusion: Monterey Peninsula College meets Standard II.B.4.

Evidence Cited
IIB4.1   Memorandum of Clarification between CSUMB and MPC, Hartnell, and Gavilan
IIB4.2   2014-2015 Database Statistics
IIB4.3   2015 ILL Reports
IIB4.4   YBP Technical Services Agreement
IIB4.5   Campus Facilities Website
IIB4.6   Campus Security Website