

**Monterey Peninsula College  
Institutional Self Study Report  
Standard IIC: Library and Learning Support Services**

**Table of Contents**

<b>Section Numbers</b>	<b>Focus</b>	<b>Pages</b>
Standard IIC	Introduction	2-2
Section 1	Sufficiency	4-19
Section 1.a	Educational Equipment and Materials	20-26
Section 1.b	Ongoing Instruction	27-30
Section 1.c	Access	31-32
Section 1.d	Maintenance and Security	33-35
Section 1.e	Collaboration	36-38
Section 2	Evaluation	39-43
List of Contributors		44

**Monterey Peninsula College**  
**Institutional Self Study Report**  
**Standard IIC: Library and Learning Support Services**

**Introduction**

**STANDARD IIC**

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

***Description:***

MPC's library and other learning support services amply support the college's instructional programs and various intellectual, aesthetic, and cultural activities. Such services include library services and collections, as well as the following services:

- Tutoring (Academic Support Center)
- Eight learning centers:
  - English as a Second Language (ESL) Center
  - English and Study Skills Center (ESSC)
  - Reading Center
  - High Tech Center for Students with Disabilities
  - Learning Center at the Education Center at Marina
  - Math Learning Center (MLC)
  - Nursing Learning Resource Center
  - TRIO Learning Center
- Three computer laboratories:
  - Business Skills Center
  - Graphic Arts Lab
  - World Languages Lab

The Instructional Technology Department supports the technology for the library and learning support services and provides training to assist faculty and students in its use.

Students also receive training through the library and each of the learning centers, which are staffed with faculty.

To ensure that the library and learning support services are meeting the needs of students and other users, the college uses student learning outcomes, faculty input, program reviews, and assessment surveys to assess these services and identify areas that need improvement when necessary.

**Monterey Peninsula College  
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**Sufficiency**

**STANDARD IIC**

**Section 1**

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

*Description:*

Monterey Peninsula College supports the quality of its instructional programs by providing a variety of learning support services to its students and community. Many of these services are housed in the Library and Technology Center. Other services are located at the Education Center at Marina and in various buildings on the Monterey campus.

**Library and Technology Center (LTC)**

The Library and Technology Center is a 67,500 gross square footage (GSF) building that opened in June of 2003 [2C1.3]. The library occupies the second and third floors of the LTC. There are two open computer labs on these floors. In addition to the library, the LTC building houses the following learning centers on the first floor:

- The Academic Support Center (Tutoring)
- The English as a Second Language (ESL) lab
- The English and Study Skills Center (ESSC)
- The Reading Center

The Instructional Technology and Development Office is located on the third floor of the LTC to assist faculty and staff. A Student Media Development room is also located on the third floor to assist students with their course and technology needs.

**The Library.** The library [2C1.1] collection consists of approximately 75,000 volumes, including 21,631 electronic books, 252 periodical subscriptions (scholarly journals, trade publications, general interest magazines, and newspapers), 2,262 audiovisual items (697 CDs, 940 DVDs, and 635 videos), and 5,866 reserve items. The library continues to expand its DVD collection, which is one of the most popular collections. For the past several years, the library has purchased only closed-captioned DVDs when available to

accommodate the hearing impaired. The library also provides access to 34 full-text databases and electronic reference [2C1.2] sources 24 hours a day seven days a week through the library web page. All users have access to library resources through a proxy server on and off campus with a current library card. The databases and electronic reference sources are partially supported by Telecommunications and Technology Infrastructure Program (TTIP) funds. The library is a member of the California Community College Library Consortium, a joint endeavor of the Council of Chief Librarians and the Community College League of California. As a member, the library is able to subscribe to online full-text periodical databases and electronic reference sources at greatly reduced prices. As a result, the library has been able to cancel some of the print periodical subscriptions.

While designing the Library and Technology Center, technology and access to electronic information were driving factors. Automation of almost every aspect of library operations has helped improve the library's delivery of services and information to students, faculty, staff and the community. This technology has also enabled the library to help more students and staff without a significant increase in staff. There are a total of 194 computers in the public areas of the library, as well as 17 staff computers. In addition, there is audiovisual equipment in the 16 study rooms and four stand alone televisions with DVD and VHS equipment on the second floor. Computers in the library provide access to the online catalog, 34 electronic databases, links to other libraries, internet resources, class-specific software, and the complete Microsoft Office suite. The computers are also equipped with accessibility/assistive technology programs, such as Zoom Text, Narrator, an on-screen keyboard, and Kurzweil 3000 (on certain computers). The library has a seating capacity of 319 in the open labs on the second and third floors and 86 in the study rooms. The English and Study Skills Center has a total of 174 seats with 113 computers. The ESL lab has 88 seats and 58 computers in its area, the Reading Center has 37 seats and three computers, and the Academic Support Center has 107 seats and three computers. Assistance for all computers and equipment in the LTC is provided by trained technicians within the LTC and supported by the Instructional Technology Department.

The library portion of the Library and Technology Center includes three smart classrooms with digital projectors. One classroom includes eighteen student workstations and one interactive instructor workstation; the other classrooms (which can be used as one large classroom or divided into two separate rooms) have thirty-five student workstations and two instructor stations. They also include assistive listening equipment. Each of the three teaching stations includes touch-screen control of Audio Visual (AV) and computer equipment. One of the teaching stations is adjustable to provide modifications for instructors with special needs. All of the classroom computers were updated in summer of 2008.

The library staff consists of one director (vacant); four full-time faculty librarians (reference and public services, instruction and reference, electronic resources and technical services); seven full-time classified employees; five part-time adjunct

librarians; two part-time classified employees; and three part-time temporary technical support employees. The library utilizes work study students when they are available. Each of the librarians is a certificated faculty member with at least one Master's degree in Library/Information Science.

The library hours during fall and spring semesters [2C1.4] are:

- Monday - Thursday 8:00 a.m. to 8:00 p.m.
- Friday 8:00 a.m. to 2:00 p.m.

The Library and Technology Center had traditionally been open on Sundays; however, as a result of the current fiscal constraints, the LTC will not be open on Sundays beginning in fall 2009.

During the four-week early spring session, spring break, and the six weeks of the summer session the library is open:

- Monday - Thursday 8:00 a.m. to 4:30 p.m.
- Friday 8:00 a.m. to 2:00 p.m.

**Academic Support Center (Tutoring).** The Academic Support Center [2C1.5] offers course content tutorial support to any student enrolled in general education courses at all levels, excluding English, and in some vocational/technical courses. Tutorial sessions are scheduled on a regular basis and conducted individually or in small study groups. The program also schedules and supports Supplemental Instruction (SI) and/or large group tutoring in a limited number of classes each semester. As funding permits, the center also provides tutors for select open lab hours in the Business Skills and the Graphic Arts lab. There is no charge to students for any services.

The Center is staffed by one full-time faculty member, one instructional specialist, and 25 to 35 student tutors. The courses tutored are dependent on the availability of qualified student tutors. The program serves an average of 245 students per semester, fall and spring. Individual and small group tutoring takes place in the ten small tutorial rooms. Supplemental instruction and large group tutoring occurs in one of two large group study rooms. Students may schedule two hours of tutoring per week. Students with learning disabilities may receive additional tutoring if requested by a Disabled Students Programs and Services (DSPS) counselor.

The Academic Support Center is located on the first floor of the Library and Technology Center, Room 124. Tutoring may be scheduled 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 2:00 p.m. on Fridays, a total of 46 hours per week. The office is open as follows:

- Monday - Thursday 8:00 a.m. to 3:30 p.m.
- Friday 8:00 a.m. to 2:00 p.m.

- The Academic Support Center is not open during early spring or summer.

**The English and Study Skills Center (ESSC).** The ESSC provides reading, writing, and study skills support to MPC students from a broad range of educational backgrounds and across all academic disciplines [2C1.6]. The ESSC works 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. As of this writing, the ESSC is piloting a program of study skills related workshops to enhance its study skills offerings. The ESSC has one full-time faculty member, one full-time Instructional Technology Specialist and 16 part-time employees. Each semester, the 18 employees of the ESSC serve over 1,200 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 as well as instructional projection equipment and a SMART board. The English and Study Skills Center has a total of 174 seats with 113 computers. The ESSC shares open lab space with the ESL Center, the Reading Center, and the Academic Support Center on the first floor of the Library and Technology Center. Goals and the ESSC course outlines were updated in the Humanities program review.

The ESSC is open during the fall and spring semesters:

- Monday – Thursday 8:00 a.m. to 8:00 p.m.
- Friday 8:00 a.m. to 2:00 p.m.
- Sunday 1:00 p.m. to 5:00 p.m.

During early spring, the ESSC is open:

- Monday – Thursday 10:00 a.m. to 2:00 p.m.

During summer the ESSC is open:

- Monday – Thursday 9:00 a.m. to 6:00 p.m.
- Friday 9:00 a.m. to 2:00 p.m.

**English as a Second Language (ESL) Center.** The ESL Center [2C1.7] enrolls approximately 200 students per semester. These include those enrolled in the ESL program; international students; members of the community wishing to improve some aspect of their spoken or written English; and second-language learners enrolled in mainstream English courses and content area courses, such as anatomy, mathematics, speech, and philosophy. The ESL Center tutors students in using technology, from keyboarding to word processing and database research. One part-time faculty member provides oversight to the Center, with assistance from full-time and part-time instructors.

Two tutors assist instructors during their class lab hours. The ESL lab has 88 seats and 58 computers in their area.

In the ESL Center, goals are set and progress monitored for lab students at each of six levels of fluency in four skill areas. The curriculum and student learning are constantly monitored and supplemented as needed. Goals and the ESL course outlines were updated in the Humanities program review. Instructors and tutors are available to students:

- Monday, Wednesday 9:00 a.m. to 3:00 p.m.
- Tuesday, Thursday 8:30 a.m. to 3:00 p.m.
- Friday 10:00 a.m. to 1:00 p.m.

During 18 of these hours, the lab is also occupied by ESL instructors and their classes.

During the summer the ESL Center is open:

- Monday – Thursday 11:00 a.m. to 1:00 p.m.
- Friday 9:00 a.m. to 12:00 p.m.

The ESL lab's open hours during early spring depends on what time classes are offered.

**Reading Center.** The Reading Center [2C1.8] is a one-on-one or small group tutoring program based primarily on Lindamood/Bell® techniques. Using current linguistic principles and speech therapy methodologies, the Reading Center aims to strengthen reading, spelling, or pronunciation skills to improve student learning and success at the college level. At the heart of the program is individualized clinical teaching in which a student and a tutor meet for two to three hours per week over the course of a semester. In a carefully structured program tailored to the needs of each individual, a student is trained in concept imagery; at the same time she/he strengthens visual memory and builds a strong phonetic base. Instruction is based on a multi-sensory technique that uses Socratic questioning in its methodology.

All MPC students enrolled in at least one class are eligible to enroll in the Reading Center studies: English 351, Phonemic Awareness for Improved Reading, Writing and Speech; or English 352, Comprehension and Critical Thinking Skills. Additionally, all students registered for the lower two of the three-level college-reading course sequence are assessed by the Reading Center, and if identified as at risk, they are referred to the Reading Center. All course offered through the Reading Center are assessed through student learning outcomes. Goals and the Reading Center course outlines were updated in the Humanities program review in spring 2009. The Reading Center has 37 seats and three computers for student use.

The Reading Center is located in the Library and Technology Center, Room 129, on the first floor. The Center is open during the fall, spring and summer sessions. During fall and spring semesters, the center is open:

- Monday - Thursday 8:00 a.m. to 8:00 p.m.
- Friday 8:00 a.m. to 5:00 pm.

During summer, the center is open Monday through Thursday 9:00 a.m. to 5:00 p.m.

The center is not open during early spring.

### **Learning Center at the MPC Education Center at Marina**

The Education Center at Marina [2C1.10] opened in fall 2006. Beginning in fall 2008, learning support services for English and math were implemented to provide learning support outside the classroom to increase students' academic preparedness and success through individualized instructional assistance. A library materials reserve process has also been established and is being reviewed by library staff to assess needed improvements, including the addition of e-reserves. As of this writing, the Education Center's Unit Office Manager is responsible for the reserve collection.

There are 32 computers in the center, and services are currently provided in shared space (the current facility includes four modular classrooms and one modular office building). The Learning Center at the Education Center at Marina was open 16 hours per week in fall 2008, and its hours were expanded to 25 hours per week in spring 2009 to assist with increasing enrollments. This expansion incorporates the addition of support for English as a Second Language instruction and a satellite Business Skills computer lab in addition to the English and math support previously provided. Plans are currently underway to implement courier services that will allow students at the center to have access to books and other library resources at the Monterey campus. Library reserve materials are available in the administrative office, which is open:

- Monday – Thursday 8:00 a.m. to 9:00 p.m
- Friday 8:00 a.m. to 4:30 p.m.

### **Other Learning Services Provided on the Monterey Campus**

Monterey Peninsula College provides learning support services in the Library and Technology Center and at the Education Center at Marina. It also offers learning support services at various Monterey campus locations. These learning support services include the High Tech Center, the Math Learning Center, the Nursing Learning Resource Center, the TRIO Learning Center, and the World Languages lab.

**High Tech Center for Students with Disabilities.** The High Tech Center (HTC) supports the instructional component of the Supportive Services and Instruction (SSI) department at MPC [2C1.9]. The High Tech Center offers courses in 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. It also offers 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 Computer Assisted Instruction Lab/Classroom has 15 computers and offers a range of specialized classes and labs in basic skills, cognitive skills, and study skills development. These courses/labs support students with disabilities in two ways: first, students have the opportunity to develop academic skills to enable them to prepare for and succeed in college level courses; second, students learn and apply strategies to facilitate learning and accommodate for any functional limitations related to a disability.

Faculty in the High Tech Center are also working on a multi-department collaborative effort in conjunction with the Basic Skills Committee, on the Kurzweil Smartxt Project to promote and encourage use of Kurzweil 3000 text-to-speech technology in regular college classrooms.

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. Classes are held in the two labs:

- Monday - Thursday 9:00 a.m. to 4:00 p.m.
- Friday mornings. Friday afternoons are reserved for lab maintenance, meetings, and professional development use.

**Math Learning Center.** The Math Learning Center [2C1.11] offers support services for all students enrolled in a math class or any class requiring mathematics skills. Tutoring and coaching in the Math Learning Center is structured to accommodate all learners. There are 24 computers for student use. In addition, the Math Learning Center provides computers loaded with online math classes in addition to textbooks and calculators for students to borrow while in the Math Learning Center. The Math Learning Center also provides testing for math instructors who need to give tests outside of the classroom.

In fall 2008, a new full-time faculty Math Learning Center coordinator was hired to oversee its development. In fall 2008, the coordinator worked in the Center 30 hours per week, and this time was supplemented by 18 hours per week of faculty time. Unfortunately, the Math Learning Center Coordinator resigned as of the end of fall 2008. The Mathematics Department submitted a request to replace the vacated position through the planning and resource allocation process. However, due to the current fiscal constraints, the Math Learning Center Coordinator position, along with several other faculty and administrator positions, were deferred. The Math Learning Center is currently staffed with full and part-time faculty and student tutors. A full-time faculty member was

granted reassigned time to coordinate the center. The Math Learning Center currently assists between 350 and 400 students per semester.

The Math Learning Center is located in Physical Sciences 205 with easy access for all students. As of this writing, the Center is scheduled to be open 40 hours per week in fall 2009:

- Monday 9:00 a.m. to 4:00 p.m.
- Tuesday 9:00 a.m. to 7:00 p.m.
- Wednesday 9:00 a.m. to 7:00 p.m.
- Thursday 9:00 a.m. to 4:00 p.m.
- Friday 9:00 a.m. to noon
- Sunday 1:00 p.m. to 4:00 p.m.

During summer session, the Math Learning Center is open:

- Monday -Thursday 9:30 a.m. to 1:00 p.m.
- Friday 9:30 a.m. to 11:30 a.m.

It is not open during early spring.

**Nursing Learning Resource Center.** The Nursing Learning Resource Center [2C1.12] is staffed by a full-time instructional technician, and also by a nursing faculty member approximately 24 hours per week. A variety of materials are available to support nursing student learning, including equipment for nursing skills practice, textbooks, videos, and software.

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.

During fall and spring semesters the Nursing Learning Resource Center is open:

- Monday – Thursday 9:00 a.m. to 6:00 p.m.
- Friday 9:00 a.m. to 3:00 p.m.

During the first ten weeks of each semester, the Nursing LRC is open on Saturday 9:00 a.m. to 1:00 p.m. During early spring it is open:

- Monday, Wednesday, Friday 10:00 a.m. to 2:00 p.m.

During summer the center is open:

- Monday – Friday 9:00 a.m. to 12:00 p.m.

**TRIO Learning Center.** The TRIO Learning Center (TLC) [2C1.13] is designed to assist TRIO participants develop the academic skills and techniques necessary to succeed in college level courses. TRIO represents the first three programs funded by the U.S. Department of Education (DOE). TRIO programs at Monterey Peninsula College include Student Support Services (SSS), Upward Bound (UB), and Math/Science Upward Bound. TRIO is a federally funded program through a cooperative effort between the college's TRIO programs and the Extended Opportunity Program and Services (EOPS) program. The services are provided to eligible students to assist them in attaining the skills needed to succeed at MPC. A total of six faculty members—five full-time and one part-time—work with TRIO students, plus three full-time and 18 part-time classified employees.

TRIO Learning Center (TLC) services are provided to college students participating in the Student Support Services (SSS) program. High school participants receive services through the pre-college program, Upward Bound (UB).

Instructional support and study skills development are provided in English, math, and chemistry for TRIO and EOPS eligible students. Study skills techniques and academic strategies are embedded in the framework of TRIO Learning Center (TLC) services. The TLC staff members provide one-on-one and/or small group instruction. In collaboration with learning assistance instructors, Student Support Services (SSS) participants develop plans of study to meet their particular academic needs. TLC instructors work collaboratively with the certificated counselors to identify and address non-academic issues that may impact a student's overall academic performance.

The TRIO Learning Center 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 three days a week from 3:00 p.m. to 7:00 pm. Grade level workshops and seminars are provided on a weekly basis at the TRIO Learning Center from 5:00 pm 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. These services are in accordance with the mission statement [2C1.14], since they provide “instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities.” Additional assistance with Scholastic Aptitude Test/American College Test preparation and college and financial aid application is also provided.

The following academic resources are available to TRIO participants utilizing TRIO Learning Center services:

- Textbook lending library
- Computers/laptops
- Smart keyboards
- Scientific and graphing calculators
- Free printing and copying

- Instruction and/or workshops in various topics (i.e. time management, scholarships, financial aid, career exploration, etc.)
- Campus and public information postings

TRIO Learning Center services are offered:

- Monday - Thursday 9:00 a.m. to 7:00 p.m.
- Fridays 9:00 a.m. to 1:00 p.m.

## **Computer Labs**

Beyond the eight learning support centers, MPC offers instructional support through three computer labs: the Business Skills Center, the Graphic Arts lab, and the World Languages lab.

**Business Skills Center.** The Business Skills Center [2C1.15] offers computer applications instruction in a self-paced lab with courses constructed to meet specific student learning outcomes. There are 46 computers in the center, two of which are configured for adaptive learning. A wide range of courses are offered in the center including but not limited to Microsoft Word, Excel, PowerPoint, Microsoft Windows, Quicken, and Accessing Business Information via the World Wide Web. Hands-on exercises and assignments develop skills, and learning outcomes are assessed through class examinations.

Nearly 1,300 students are enrolled in Business Skills classes each year. Four part-time instructors and three half-time instructional assistants provide oversight and assistance in the center.

The Business Skills Center is open 38 hours per week during the fall and spring semesters:

- Monday – Thursday 9:00 a.m. to 3:30 p.m. and
- Friday 9:00 a.m. to noon.
- The Center is also open Monday, Tuesday, and Thursday 5:30 p.m. to 8:30 p.m.
- During early spring and summer sessions, they are open Monday – Friday 9:00 a.m. to 3:00 p.m.

## **Graphic Arts Lab**

The MPC Graphic Arts lab [2C1.16] was established to support the graphic arts instructional program by providing students with access to specific digital tools and resources. These resources—software and hardware—mirror the resources in the graphic arts classroom and as such, allow students to complete coursework outside of class time. The lab contains eleven Apple computers; two scanners; one black and white laser printer; and one eight-color, large-format output device.

Access is provided on a daily basis, as the Graphic Arts technician oversees the facility and provides instructional support as needed. The offices of the technician and the program director are contiguous to the Graphic Arts lab.

In addition to the presence of the technician, 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.

The Graphic Arts lab is open fall and spring semesters:

- Monday – Thursday 9:00 a.m. to 9:00 p.m.
- Friday 9:00 a.m. to 4:00 p.m.

During summer, The Graphic Arts lab is open:

- Monday – Friday 9:00 a.m. to noon and 1:00 p.m. – 4:00 p.m.

The Graphic Arts Lab is closed during early spring.

**World Languages Lab.** As of this writing, the World Languages lab [2C1.17] is the area where students enrolled in a World Language course complete the required laboratory component. The World Languages lab provides activities that complement coursework in all eight languages offered at MPC. Students practice receptive and productive language skills—listening, speaking, reading, and writing—in activities that require repetition, guided response, and/or free response. The lab is equipped with 49 computers for watching videos, listening to audio files, and recording oral responses. Five computers are equipped with webcams for recording American Sign Language (ASL) video activities.

The World Languages Lab has one full-time language lab coordinator, one part-time language lab coordinator, and one part-time lab technician. The lab is supervised by various World Languages faculty on a part-time basis with one part-time instructor working 18 hours per week in the lab. Instructors of all languages are also available during posted hours. Student tutors are available throughout the week in such languages as Spanish, American Sign Language, French, German, and Chinese; language expertise depends on student tutor availability. This lab is undergoing changes. The World Languages department is working to revise curriculum and expects to merge the World Languages lab with the ESL lab in another year. These labs will become the Language Center.

The World Languages lab is open to students:

- Monday – Thursday 9:00 a.m. to 8:00 p.m.
- Friday 9:00 a.m. to 5:00 p.m.

During the summer the World Languages lab is open:

- Monday – Thursday 8:00 a.m. to 5:00 p.m.
- 8:00 a.m. to 12:00 p.m. Friday.

The lab is not open during early spring.

### **Information Technology (IT)**

The Information Technology (IT) Department [2C1.18] provides learning technology development and training that are sufficient to support the institution’s instructional programs. It assists faculty in the integration of technology into their courses including online classes. The Instructional Technology and Development Office, located on the third floor of the Library and Technology Center, is the locus of this effort. It also provides technical support and training for students taking online classes. The Student Media Development room assists students with their technology needs. The computers in the Student Media Development room also have course-specific software requested by faculty.

Besides providing technical support and training, Information Technology plans and maintains periodic replacement of technology and provides support for the network and smart classrooms. There are 53 smart classrooms on campus, four smart classrooms at the Education Center at Marina, and four smart classrooms planned for the Public Safety Training Center.

### ***Evaluation – Standard IIC.1: MPC meets the standard.***

As the description makes clear, the college has a wealth of learning support services, in addition to the library. The library and learning support services offer quality services that are sufficient in quantity, currency, depth, and variety regardless of location or means of delivery. The library provides high quality materials, electronic resources, facilities, and equipment that support student learning with input from faculty, statistics, and assessment surveys. Learning support services and computer labs offer a variety of services, which support and contribute to student learning and success outside the classroom. As part of the program review process, the library and learning support services evaluate their services in an effort to continuously improve the quality of their offerings.

The college conducted an Accreditation Faculty and Staff Survey [2C1.19] in fall 2008 to determine how faculty and staff rate its programs and services. When asked if the library and learning support services support the achievement of student learning outcomes, 77 percent either strongly agreed or somewhat agreed that the library and learning support

services support the achievement of student learning outcomes. Also, according to the survey, 86 percent either strongly agreed or somewhat agreed that the library offers services that are sufficient to support the curriculum; 67 percent either strongly agreed or somewhat agreed that the library media collection supports the curriculum; 81 percent either strongly agreed or somewhat agreed that the library electronic resources and internet information (databases, online reference sources) support the curriculum. Fifty-six percent either strongly agreed or somewhat agreed that the Academic Support Center (tutoring) supports the curriculum; 73 percent either strongly agreed or somewhat agreed that the learning centers (ESL, ESSC, Reading Center) support the curriculum; and 72 percent either strongly agreed or somewhat agreed that the computer labs support the curriculum.

Students also expressed a fairly high level of satisfaction with academic services. For example, students gave a rating of 5.92 (out of 7) on the Noel-Levitz Student Satisfaction Inventory item, “library resources and services are adequate.” Students also feel that the “library staff are helpful and approachable” (rating of 5.75 out of 7). Similarly, students are fairly satisfied with the other academic support services on campus. For example, students feel that “computer labs are adequate and accessible” (rating of 5.75 out of 7) and that “tutoring services are readily available” (rating of 5.54 out of 7).

Although the library and learning support services provide services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, the college recognizes opportunities for continuous improvement. MPC is aware of programmatic challenges and is taking steps to respond positively to expand and improve services.

- **Library materials budget.** The library conducted a library assessment [2C1.20] survey in fall 2008 that was distributed to 700+ students, faculty and staff. The results indicate that nearly 75 percent of those who use the collection felt that the library book collection was good or excellent; 81 percent rated the periodicals collection as good or excellent, and 87 percent felt that the library’s online/electronic databases were good or excellent. The institutional survey indicated that 93 percent of faculty and staff believe that the library personnel are knowledgeable and helpful.

Even though these numbers are encouraging, there are still challenges facing the library. The library continuously reviews its collection, print and electronic, in an effort to improve the quality with respect to supporting the instructional programs of the college. However, the library materials budget (\$33,500/year) has remained the same for more than twenty-five years. Recognizing this deficiency, the MPC Foundation provided a one-time donation of approximately \$100,000.00 to enhance the library’s collection. The college continues to look for ways to improve the library materials budget.

**Library Leadership.** The library has been without a director since December 2006. Three of the full-time librarians have assumed the administrative

responsibilities of personnel, budget and the building. As a result, some of the regular functions have been placed on hold, specifically weeding the collection, community outreach, and long-range planning. The library has also suspended the Library Arts and Lectures series and the liaison/division collaboration for Collection Development. After two unsuccessful recruitments to hire a director, the college hired a consultant in fall 2008 to advise the college on how to succeed with hiring a new director. The consultant's recommendations included coordination of services and resources in the Library and Technology Center under an Associate Dean of Library and Learning Resources rather than a Library Director. This would allow enhanced collaboration and communication between the library and some learning centers as well as maximization of resources, both human and physical. The college is weighing the strengths and weaknesses of these recommendations.

- **Tutorial Challenges.** In the Academic Support Center, the courses tutored are dependent on the availability of qualified student tutors. The Academic Support Center is working on two fronts to solve the tutoring shortage problem. First, with the approval of the Vice President of Student Services, the center is working with Human Resources to develop an hourly/temporary/non-classified tutoring position. This will allow the center to hire student tutors who do not meet the six unit enrollment requirement. Second, the center is working with the English and Study Skills Center (ESSC), the Reading Center, the Math Learning Center and TRIO programs to develop joint training with the goal of creating a better trained tutor pool. This effort would benefit from the proposed Associate Dean of Library and Learning Services.

Funding, staffing, and space are challenges in establishing a tutorial program at the Education Center at Marina that mirrors the services offered at the Monterey campus. Nevertheless, the college has established a Learning Center where students who take classes at the Education Center may avail themselves of tutorial services in English, ESL mathematics, and business skills. The college plans to augment these services on an incremental basis as enrollments warrant it. When the center receives full center status, there will be an additional \$750,000 to support operational costs.

- **Professional Connections.** One of the English and Study Skills Center's five-year goals included in the Humanities program review is to forge stronger professional connections. The ESSC Director will host members of the library staff, other departments, publishing representatives, and educators from other institutions and visit other learning/writing centers with similar missions. Furthermore, the ESSC Director will visit all academic divisions on campus in the interest of informing faculty and staff about the ESSC and inviting them to refer students and suggest ways the ESSC could serve their areas better.

- **Reading Needs.** The Reading Center is challenged by a growth in the number of students needing help with reading. Funds to support student instructional needs have not increased in proportion to the enrollments in reading courses and, thus, the Reading Center is not able to help all of those whose assessment results show they would benefit from the center's services. Every semester the Reading Center has a waiting list of more than twenty students wanting to enroll in English 351/352.

The Reading Center is planning to improve and expand lab offerings for reading class students (English 322/302) in fall 2009 by adding a Visualizing and Verbalizing lab component and other lab modules to address students' individual needs. The Reading Center is planning to participate in collaborative efforts to strengthen student success, such as establishing a presence at the MPC Education Center and participating in learning communities, as the opportunities arise.

- **High Tech Center Demands.** The High Tech Center has extensive and varied course offerings, limited only by the number of full-time faculty. As the demand for classes and alternate media production grows, the ability to meet these demands is compromised by the lack of faculty and staff available. The demand for electronic versions of textbooks has grown over 400 percent in the last four years; this increase is likely to continue as students become aware of its efficacy in helping them achieve their academic goals. The department is exploring creative and productive ways to meet the growing needs.
- **Math Growing Pains.** It is projected that the Math Learning Center will be moving in fall 2010 to a larger and more appropriately configured facility. The change will allow more students to be accommodated. The challenge will be for staffing to keep pace with the projected growth.
- **Education Center Growth Opportunities.** The Learning Center at the Education Center at Marina is in the developmental stages. As student need and demand for library and learning support services increases, hours will be expanded incrementally. Plans are underway for a permanent structure (to be completed in spring 2011) including multipurpose space that will house student support programs and services such as library and learning support services. Plans are also underway to apply for full-center status which will provide an additional \$750,000 for operational expenses.
- **TRIO Needs.** In the TRIO Learning Center, instructors and instructional specialists align their teaching methods with the framework of the Basic Skills Initiative. Counseling services are well coordinated with instructional services to positively impact student success. The TLC is located in temporary portable buildings with limited space for students and equipment. The number of TRIO students served and the hours of operation could be expanded with additional staff and space. In addition, aging computers limit the ability for student access to the

latest software programs and on-line academic support resources. These needs are shared and prioritized through the program review and action plan process.

The college believes that the web of services could be strengthened through better coordination. A simple illustration of this need is the fact that the library and the four learning support services housed in the same building all have different hours of operation. Another indication has to do with knowledge among campus faculty and staff of the learning support resources. The college conducted an Accreditation Faculty and Staff Survey in fall 2008 to gauge the level of awareness within the campus community. The survey results suggest the absence of a broadly shared understanding of what resources are available and where. The Basic Skills Initiative's self-study arrived at the same findings. As noted, the college is reviewing a plan that would broaden the (currently vacant) position of library director to incorporate oversight of at least the learning support services in the library, thereby providing the coordination required.

***Plan – Standard IIC.1:***

**The coordinators and directors of academic support programs will implement a plan to inform faculty and staff of services available, their location and hours of operation.**

***Evidence:***

2C1.1	Library	<a href="http://www.mpc.edu/library/Pages/default.aspx">http://www.mpc.edu/library/Pages/default.aspx</a>
2C1.2	Electronic Databases	<a href="http://www.mpc.edu/library/Articles_Databases/Pages/ElectronicResources.aspx">http://www.mpc.edu/library/Articles_Databases/Pages/ElectronicResources.aspx</a>
2C1.3	Library and Technology Center	<a href="http://www.mpc.edu/library/Pages/LTCFloorPlans.aspx">http://www.mpc.edu/library/Pages/LTCFloorPlans.aspx</a>
2C1.4	Library Hours	<a href="http://www.mpc.edu/library/Pages/LibraryHours.aspx">http://www.mpc.edu/library/Pages/LibraryHours.aspx</a>
2C1.5	Academic Support Center	<a href="http://www.mpc.edu/student services/academic support/Pages/default.aspx">http://www.mpc.edu/student services/academic support/Pages/default.aspx</a>
2C1.6	English and Study Skills Center (ESSC)	<a href="http://www.mpcfaculty.net/essc/default.htm">http://www.mpcfaculty.net/essc/default.htm</a>
2C1.7	English as a Second Language (ESL) Center	<a href="http://www.mpcfaculty.net/eslcenter_tutoring/default.htm">http://www.mpcfaculty.net/eslcenter_tutoring/default.htm</a>
2C1.8	Reading Center	<a href="http://www.mpc.edu/academics/Humanities/ReadingCenter/Pages/default.aspx">http://www.mpc.edu/academics/Humanities/ReadingCenter/Pages/default.aspx</a>
2C1.9	High Tech Center for Students with Disabilities	<a href="http://www.mpc.edu/student services/dsps/Pages/default.aspx">http://www.mpc.edu/student services/dsps/Pages/default.aspx</a>

2C1.1 0	Education Center at Marina	<a href="http://www.mpc.edu/EdCenterMarina/Pages/default.aspx">http://www.mpc.edu/EdCenterMarina/Pages/default.aspx</a>
2C1.1 1	Math Learning Center	<a href="http://www.mpc.edu/academics/physicalscience/mathematics/mlc/Pages/MathLearningCenter.aspx">http://www.mpc.edu/academics/physicalscience/mathematics/mlc/Pages/MathLearningCenter.aspx</a>
2C1.1 2	Nursing Learning Resource Center	<a href="http://www.mpc.edu/academics/nursing/Pages/default.aspx">http://www.mpc.edu/academics/nursing/Pages/default.aspx</a>
2C1.1 3	TRIO Learning Center	<a href="http://www.mpc.edu/studentervices/trio/Pages/default.aspx">http://www.mpc.edu/studentervices/trio/Pages/default.aspx</a>
2C1.1 4	Mission Statement	<a href="http://www.mpc.edu/Pages/default.aspx">http://www.mpc.edu/Pages/default.aspx</a>
2C1.1 5	Business Skills Center	
2C1.1 6	Graphic Arts Lab	
2C1.1 7	World Languages Lab	<a href="http://www.mpc.edu/academics/Humanities/WorldLanguages/Pages/default.aspx">http://www.mpc.edu/academics/Humanities/WorldLanguages/Pages/default.aspx</a>
2C1.1 8	Information Technology (IT) Department	<a href="http://www.mpc.edu/AdministrativeServices/Pages/default.aspx#it">http://www.mpc.edu/AdministrativeServices/Pages/default.aspx#it</a>
2C1.1 9	Accreditation Accreditation Faculty and Staff Survey	<a href="http://www.mpcfaculty.net/accreditation/Survey/AccreditationSurvey-AbsolutelyFinal.pdf">http://www.mpcfaculty.net/accreditation/Survey/AccreditationSurvey-AbsolutelyFinal.pdf</a>  <a href="http://www.surveymonkey.com/sr.aspx?sm=6cvuiCUc1w3oKoIz_2fsBstHDbDYzakSiJ3YBqEfEJWh0_3d">http://www.surveymonkey.com/sr.aspx?sm=6cvuiCUc1w3oKoIz_2fsBstHDbDYzakSiJ3YBqEfEJWh0_3d</a>
2C1.2 0	Library Assessment Survey	<a href="http://mysites/personal/babbott/Shared%20Documents/Library%20Assessment%20Survey%20Fall%202008%20(2).pdf">http://mysites/personal/babbott/Shared%20Documents/Library%20Assessment%20Survey%20Fall%202008%20(2).pdf</a>

**Monterey Peninsula College**  
**Institutional Self Study Report**  
**Standard IIC: Library and Learning Support Services**

**Educational Equipment and Materials**

**STANDARD IIC**

**Section 1.a**

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

*Description:*

Faculty librarians and learning support services professionals are responsible for the selection and maintenance of educational equipment and materials that support student learning. The library and learning support services are vital elements in the achievement of the institutional goals [2C1.a.1] and the mission [2C1.14] of the institution. Specifically they provide “instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities.” They also “create pathways to success that address the diverse, holistic needs of all MPC students.” [2C1.a.1] The library and learning support services use the program review process and assessment surveys to determine how successful their services are in enhancing student achievement of identified learning outcomes.

The educational equipment in the library and learning support services is on a technology replacement schedule with the Information Technology department. Several computers in the Library and Technology Center were upgraded during the 2008-2009 academic year: 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. As computer use by students continues to increase and the demand for electronic databases changes the way students conduct research, the need for new equipment is critical for effective research and information competency skills.

**Library**

The print and non-print collections are selected and maintained by faculty librarians in conjunction with instructional faculty based on the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education [2C1.a.2], ALA’s Association for Library Collections and Technical Services (ALCTS) [2C1.a.3], and the collection development policy of the *MPC Library Technical Services Manual* [2C1.a.4].

Each librarian orders materials in certain subject areas within their area of expertise based on their educational background. The librarians serve as liaisons between the library and the faculty in their designated subject areas. The primary goal of the selection and maintenance of print materials, non-print materials, and electronic resources is to support student learning needs with input from faculty, students, surveys, and statistics. Instructional faculty makes recommendations for the expansion of the materials collection based on the curriculum they teach. One faculty librarian serves on the Curriculum Advisory Committee [2C1.a.5] where new and revised curriculum proposals are reviewed to ensure that the library has sufficient and appropriate materials to support all courses and programs. Librarians judiciously review professional publications such as *Choice*, *Library Journal*, *Video Librarian*, and *Resources for College Libraries* to order materials of the highest quality within the limits of the budget. Librarians also participate in an ongoing process of weeding the collection in conjunction with instructional faculty to ensure currency and relevancy of the collection. While the librarians have been diligent in weeding the reference collection, the circulation collection has not been completely weeded in recent years due to a shortage of staff.

The institution relies on the professional library staff to assess the effectiveness of its library collection in terms of quantity, quality, depth and variety. To achieve this end, the MPC library follows American Library Association (ALA) Standards [2C1.a.6], Association of College and Research Libraries (ACRL) Standards [2C1.a.7], California Academic and Research Libraries (CARL) Standards [2C1.a.8], and the library Board policies [2C1.a.9]. Materials are ordered based on a formula [2C1.a.10] according to the size of each program (the number of students in each program), the number of classes offered in each program, the number of items in each subject area, and the number of items checked out in each area. According to the formula, each program is allotted funds to support their curriculum.

Since the college's last accreditation in 2004, the library collection has grown from approximately 50,000 items to nearly 75,000 items due, in large part, to an expansion of electronic books. Interlibrary loans help the library provide materials that are not otherwise available. As a member of the Monterey Bay Area Cooperative Library System/Pacific Library System (MOBAC/PLS), the library is able to borrow materials that we do not own. This greatly enhances materials that the library is able to provide to students, faculty and staff.

### **Academic Support Center**

The Academic Support Center maintains a collection of textbooks, mainly in mathematics, which students may use for reference. It shares access to six computer stations with the Reading Center.

### **Learning Support Centers**

**English and Study Skills Center (ESSC).** There is one full-time faculty member in the ESSC with several part-time instructors. These professionals select and maintain a wide

range of instructional materials that support student learning. They also offer individualized instruction in reading and writing skills. The ESSC [2C1.6] has developed a comprehensive web page listing classes, research handouts, and workshops. One of the ESSC's five-year goals as part of the Humanities program review process is to improve instructional tools, primarily by using more individualized assessments such as those available via the web. By the fall 2009 semester, the ESSC expects to implement comprehensive diagnostic and exit testing so that students' plans of study can be tailored to their educational gaps.

**English as a Second Language (ESL) Center.** Faculty and tutors are available to students 26 hours per week in the ESL Center to support student learning. The ESL Center has course descriptions and student learning outcomes for six levels of English fluency across four skill areas. Material is developed in accordance with these outcomes. When funds are available, the ESL Center invests in games, books, DVDs, and CDs that can be used in the ESL classrooms as well as the lab. Most computer-based material is produced in-house by ESL faculty.

With the advent of the new MPC website, the ESL Center [2C1.6] was able to design a new interactive web page. The web page provides numerous useful links: faculty web pages with assignments; grammar exercises; self-tests; supplemental material; research and writing tools such as databases and multilingual dictionaries; audio files for improving listening comprehension; and a current events web site especially designed for ESL students.

**Reading Center.** As a program in the English Department, the Reading Center is directed by one full-time faculty member and one full-time program coordinator. Part-time faculty provide assistance as well. As mentioned earlier, the Lindamood/Bell® materials and methods are utilized in the Reading Center. The Reading Center incorporates students' current textbooks, vocabulary and other course-specific material into its program, which helps students utilize the techniques they are learning in the center in their other classes. Students progress through exercises that strengthen their spelling and reading and help them make language comprehensible.

**High Tech Center.** The High Tech Center is staffed by three full-time faculty members, and three part-time instructional specialists. The production of all of the alternate media materials for the campus is facilitated through the Adaptive Computer Technology (ACT) lab. Faculty members select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. They offer class materials and equipment for word processing, computer applications, and math. The Computer Assisted Instruction lab/classroom has 15 computers and offers a range of specialized class materials for basic skills, cognitive skills, and study skills development. These services support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities [2C1.14].

**Learning Center at the Education Center at Marina.** The Learning Center at the Education Center at Marina “is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities.” [2C1.14] The Dean of Instruction, Economic Development and Off-Campus Programs, oversees the operations of this Learning Center. In addition, there is one full-time unit office manager plus one part-time administrative assistant for evening coverage at the Learning Center. This Learning Center opened in fall 2008 with instructional support in math and English. Learning support services have expanded to include English as a Second Language and a Business Skills Center. A library materials reserve process was also established to provide supplemental materials needed for students enrolled in various classes. As of this writing, the Education Center’s unit office manager is responsible for the reserve collection.

There are 32 computers in the center, and services are currently provided in shared space; however, when the new permanent facility is completed, there will be a multipurpose space that will house student support programs and services, including library and learning support services.

**Nursing Learning Resource Center.** The Nursing Learning Resource Center (LRC) is staffed with an instructional technician and a nursing instructor (LRC coordinator) 48 hours per week during regular semesters and less during early spring and summer sessions. The LRC coordinator assures that equipment and supplies are current and adequate for student skill practice and that faculty is scheduled to be available for student appointments as well as walk-in assistance. Equipment and materials at the School of Nursing are adequate to support student learning outcomes. The faculty have recently purged outdated (older than five years) audiovisual and computer-assisted instructional materials and are in the process of replacing needed materials. However, the current library of materials is sufficient for classroom use.

**TRIO.** A total of six faculty members—five full-time and one part-time—work with TRIO students plus three full-time and 18 part-time classified employees. TRIO Learning Center (TLC) instructors work collaboratively with the certificated counselors to identify and address non-academic issues that may impact a student’s overall academic performance. The following academic resources are available to TRIO participants utilizing TRIO Learning Center (TLC) services: textbook lending library; computers/laptops; smart keyboards; scientific and graphing calculators; instruction and/or workshops in various topics (i.e. time management, scholarships, financial aid, career exploration, etc.); and campus and public information postings.

### **Computer Labs**

**Business Skills Center.** There are four part-time faculty members and three part-time instructional assistants in the Business Skills Center amounting to 38 hours of lab time per week. Educational equipment and materials are selected and maintained by the faculty and instructional assistants to enhance the achievement of the mission [2C1.14] of

the college by providing “services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities.” Business Skills course material and computer software are reviewed and revised continually to maintain currency with both established business practices and emerging technology. Course material is updated continually throughout the semester as essential for technology evolution, with revisions presented to students in electronic format.

Typically the most current software revision is offered concurrently with the previous version. Hardware is maintained by instructional assistants to accommodate software and special student needs. For business technology expertise, the Business Skills Center consults with local industry representatives on a number of advisory boards.

In spring 2009, a Business Skills Center was implemented and operational in the Learning Center at the Education Center at Marina.

**Graphic Arts Lab.** The program director of the Graphic Arts lab is a full-time faculty member responsible for selecting and maintaining equipment and materials to support student learning and success. The technician in the Graphic Arts lab is a specialist and is part of the institution’s complement of technical staff. The lab provides students with access to specific digital tools and resources. These resources—software and hardware—mirror the resources in the graphic arts classroom and as such, allow students to complete coursework outside of class time. The Graphic Arts lab provides access to specific resources required for the Graphic Arts course of study.

**World Languages Lab.** The World Languages Lab has one full-time language lab coordinator, one part-time language lab coordinator, and one part-time lab technician. Faculty members in the World Languages lab select and maintain materials to support student learning and enhance “the intellectual and cultural vitality of our diverse community” [2C1.13]. Materials include activities that complement coursework in all eight languages offered at MPC. Educational equipment is provided that allow students to practice receptive and productive language skills: listening, speaking, reading, and writing. The lab is equipped with 49 computers for watching videos, listening to audio files, and recording oral responses. Five computers are equipped with webcams for recording American Sign Language (ASL) video activities.

***Evaluation – Standard IIC.1.a: MPC meets the standard.***

The college relies on the expertise of faculty, including librarians and other learning support services professionals, to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. Library staff members, in collaboration with instructional faculty, select materials and electronic resources that support student learning based on input from assessment surveys and statistics.

Students are fairly satisfied with the computer equipment as indicated by students' rating of 5.58 (out of 7) on the Noel-Levitz item, "the equipment in the lab facilities is kept up to date."

MPC recognizes the opportunity for sustainable quality improvement. When a new dean or director is hired to provide oversight to the library, librarians will once more attend division meetings to make contacts with faculty/staff to inform them of the current library materials budget and to elicit recommendations from the various divisions.

A major challenge facing the college is keeping technology current. The cost of replacing equipment and updating software increases as the number of computers on campus grows. To offset this cost, the college is reviewing both the usage and number of computers on campus. As of this writing, the college is considering the possible consolidation of some computer resources in multi-use facilities. One idea is the integration of the ESL laboratory and the World Languages lab into a single facility. As in all areas of the college, funding issues are a challenge and the college needs to be creative in utilizing what funding it has.

***Plan – Standard IIC.1.a:***

**The college will conduct an examination of on campus computer usage and develop a plan that will enable the institution to replace equipment and upgrade software on a schedule congruent with resources.**

***Evidence:***

- |         |                                                                                                                       |                                                                                                                                                                                                                   |
|---------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2C1.a.2 | ACRL<br>(Association of<br>College and<br>Research<br>Libraries)<br>Standards for<br>Libraries in<br>Higher Education | <a href="http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm">http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm</a>                                                     |
| 2C1.a.3 | ALA's<br>Association for<br>Library<br>Collections and<br>Technical<br>Services<br>(ALCTS)                            | <a href="http://www.ala.org/ala/mgrps/divs/alcts/alcts.cfm">http://www.ala.org/ala/mgrps/divs/alcts/alcts.cfm</a>                                                                                                 |
| 2C1.a.4 | Collection<br>Development<br>Policy of the<br>MPC Library                                                             | <a href="http://mysites/personal/babbott/Shared%20Documents/Technical%20Services%20Manual%202009%20(2).pdf">http://mysites/personal/babbott/Shared%20Documents/Technical%20Services%20Manual%202009%20(2).pdf</a> |

	Technical Services Manual	<a href="http://mysites/personal/babbott/Shared%20Documents/Collection%20Development%20Inventory%20Weeding%20Collection%20Management.pdf">http://mysites/personal/babbott/Shared%20Documents/Collection%20Development%20Inventory%20Weeding%20Collection%20Management.pdf</a>
2C1.a.5	Curriculum Advisory Committee	<a href="http://www.mpc.edu/curriculumadvisorycommittee/Pages/default.aspx">http://www.mpc.edu/curriculumadvisorycommittee/Pages/default.aspx</a>
2C1.a.6	ALA (American Library Association) Standards	<a href="http://www.ala.org/ala/aboutala/offices/ors/standards/a/standardsguidelines/standguide.cfm">http://www.ala.org/ala/aboutala/offices/ors/standards/a/standardsguidelines/standguide.cfm</a>
2C1.a.7	ACRL (Association of College and Research Libraries) Standards	<a href="http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm">http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm</a>
2C1.a.8	CARL (California Academic and Research Libraries) Standards	<a href="http://www.carl-acrl.org/">http://www.carl-acrl.org/</a>
2C1.a.9	Library Board Policies	
2C1.a.10	Liaison Formula	<a href="http://mysites/personal/babbott/Shared%20Documents/LIAISONS%20spring%202008.pdf">http://mysites/personal/babbott/Shared%20Documents/LIAISONS%20spring%202008.pdf</a>

**Monterey Peninsula College**  
**Institutional Self Study Report**  
**Standard IIC: Library and Learning Support Services**

**Ongoing Instruction**

**STANDARD IIC**

**Section 1.b**

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

*Description:*

**Library**

Instruction is a primary responsibility of library services and is provided in many different forms. Since the last accreditation, the college hired a full-time faculty instruction librarian who oversees the entire library instruction program. The reference desk is staffed with professional faculty librarians most hours that the library is open. Librarians teach students, staff, and the community the process of finding, accessing, evaluating and effectively using information in a variety of ways: in person at the reference desk; by phone; email; Instant Messaging (IM – chat reference); library instruction sessions; and/or credit-bearing library services courses. Research orientations or library instruction sessions in a classroom setting are offered at the request of faculty in various disciplines that include research skills utilizing the learning outcomes, which are assessed for information competency. Librarians teach approximately 100 classes (2,800 – 3,000 students) per year ranging from general orientation to subject-specific courses [2C1.b.1]. These are typically one-hour, one-and-a-half hour, or three-hour sessions. Librarians work collaboratively with course instructors to prepare subject-specific presentations that teach students how to find and evaluate information sources that pertain to their course research assignments. Exercises or worksheets usually accompany these presentations to determine what students learned and to demonstrate how they achieved the learning outcomes delineated for information competency. The librarians have also developed online tutorials [2C1.b.2] to assist students in utilizing some of the online databases to promote and improve their information competency skills. Statistics are collected to demonstrate the number of reference questions asked, the number of bibliographic instruction sessions offered, and the number of students attending these sessions [2C1.b.1].

The MPC library used the ACRL (Association of College and Research Libraries) Information Literacy Competency Standards for Higher Education [2C1.b.3] as the blueprint for teaching information competency, as it is the standard used by most

colleges. Information competency was made a graduation requirement at Monterey Peninsula College effective fall 2006, with Library Services 50 (LIBR 50) - Introduction to Information Competency and Literacy - as the primary way to achieve this requirement. Since Library Services 50 meets the graduation requirement, the college has added eight additional sections over past semesters to accommodate increasing enrollment. Another course that satisfies this requirement is Library Services 80 (Library Services 80), Internet Literacy, which is a more technology intensive course. Library Services 80 was completely updated in spring 2009.

For Library Services 50 the competencies are assessed through nine assignments and a final exam. For Library Services 80 the competencies are assessed through assignments and technological projects, such as creating a website and developing a spreadsheet in Excel. Student learning outcomes (SLOs) and assessments are developed for all library services courses and for the Family Research (Genealogy) program [2Cl.b.4]. For the genealogy courses, competencies are assessed through research assignments and completed projects. In the individual library instruction sessions for other classes, assessment is not as formal, but involves discussions with the instructors after each session. By inquiring about any successes or failures in student performance, librarians are able to ascertain whether students were able to obtain the desired information for their projects. Student evaluations are part of the full-time faculty evaluation process, which provides feedback and information on how librarians can improve.

## **Learning Centers**

Learning support centers provide ongoing instruction, as well. In the ESL Center, information competency is part of course curriculum and is done on an individual basis by instructors and staff. To help students gain information competency, the English and Study Skills Center offers English 50, which teaches research and Word skills for essay writing. Staff members also work one-on-one on a daily basis with students, assisting them with their research projects and computer-related questions. Nursing students have a nursing information competency project that they complete to assist in meeting the information competency requirement. The Math Learning Center provides support for all mathematics classes, thereby increasing students' skills in math information competency.

Learning support services provide ongoing instruction to assist students in attaining information competency skills in a variety of ways. For example, the High Tech Center applies strategies to facilitate learning and accommodate students with any disability. In the High Tech Center, the Adaptive Computer Technology (ACT) lab has classes in word processing, computer applications, and math, as well as a drop-in lab for student-specific projects including information competency, all tailored to meet the needs of students with disabilities. The Computer Assisted Instruction lab/classroom offers a range of specialized classes and labs in basic skills, cognitive skills, and study skills development. These courses/labs support students with disabilities in two ways: first, students have the opportunity to develop academic skills to enable them to prepare for

and succeed in college level courses; second, students learn and apply strategies to facilitate learning and accommodate for any functional limitations related to a disability.

Teaching information competency is embedded in the framework of TRIO Learning Center (TLC) services. One-on-one and/or small group instruction is provided by the TRIO Learning Center staff. In collaboration with learning assistance instructors, Student Support Services (SSS) participants develop plans of study to meet students' particular academic needs. Instruction in word processing, internet research and communication are part of most students' plans of study. In addition, instruction in time management, learning styles, study skills development activities, and support for other college courses is available through the TRIO Learning Center. Instructional specialists assist students who may need tutorial assistance.

### **Computer Labs**

Computer labs provide ongoing instruction to students. The Business Skills Center offers research orientations to a number of classes that include information competency skills. The Business Skills Center 121 class, "Assessing Business Information via the World Wide Web," also teaches information competency skills to assess and interpret business information. The Graphic Arts lab allows students to complete coursework and practice principles introduced in graphic arts courses. The majority of these courses provide specific, in-depth instruction in digital arts computing. This instruction supplements the institution's standard information competency efforts. The World Languages lab provides appropriate training to students through a computerized lab orientation as well as hands-on direction by the language lab coordinators. This orientation, developed and implemented during the last academic year, has worked well, allowing students to learn how to log in and access lab materials. The coordinators provide assistance to students who have questions or difficulties with various materials or equipment.

### ***Evaluation – Standard IIC.1.b: MPC meets this standard.***

MPC hired a full-time professional instruction librarian to oversee the entire library instruction program. Since Information Competency became a graduation requirement, the librarians review and update Library Services 50, Introduction to Information Competency and Literacy, every semester. Student learning outcomes were developed and assessments for these SLOs [2C1.b.4] have been implemented. Attainment of student learning outcomes is measured through assignments and a final exam [2C1.b.5]. These assessments help the librarians determine the effectiveness of their teaching and student learning and they make improvements when necessary. In addition, the librarians provide course-specific classes that incorporate information competency skills. At the reference desk, librarians provide one-on-one instruction with the research process. Librarians have also developed online tutorials [2C1.b.1] to assist students find and use several online databases to assist with their assignments.

Learning Support Services, such as the English as a Second Language (ESL), English and Study Skills Center (ESSC), Business Skills Center, Nursing Learning Resource Center, the High Tech Center and TRIO Learning Center all provide ongoing instruction so that students are able to develop skills in information competency.

***Plan – Standard IIC.1.b:***

As part of their efforts for continuous quality improvement, the library and learning support services will explore more effective ways for students to evaluate the online information competency course and all online courses.

***Evidence:***

2C1.b.1	Library Statistics	<a href="http://mysites/personal/babbott/Shared%20Documents/Library%20stats%205%20yr.%20summary%202003-2008.pdf">http://mysites/personal/babbott/Shared%20Documents/Library%20stats%205%20yr.%20summary%202003-2008.pdf</a>
2C1.b.2	Online Tutorials	<a href="http://www.mpc.edu/library/Instruction/Pages/default.aspx">http://www.mpc.edu/library/Instruction/Pages/default.aspx</a>
2C1.b.3	ACRL (Association of College and Research Libraries) Information Literacy Competency Standards for Higher Education	<a href="http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm">http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm</a>
2C1.b.4	Student Learning Outcomes and Assessments	<a href="http://mysites/personal/babbott/Shared%20Documents/Student%20Learning%20Outcomes%20Library%2050%20and%20Assessment%20Methods.pdf">http://mysites/personal/babbott/Shared%20Documents/Student%20Learning%20Outcomes%20Library%2050%20and%20Assessment%20Methods.pdf</a>

**Monterey Peninsula College  
Institutional Self Study Report  
Standard IIC: Library and Learning Support Services**

**Access**

**STANDARD IIC**

**Section 1.c**

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

*Description:*

Library and learning support services are accessible to all students, staff, and faculty on the Monterey campus. Services are also accessible through the internet or by email or telephone. The college has a number of distance education courses that are accessible anytime through Moodle [2C1.c.1], the MPC course management system. The library provides access to the online catalog and 34 full-text databases and electronic reference sources [2C1.2] 24 hours a day seven days a week through their web page. The library web page [2C1.1] provides access to all library collections, services and policies for all students, staff and faculty on and off campus. All users have access to these resources on and off campus with a current library card. Electronic books (e-books) and online databases are available for the research needs of students on the main campus, for students at the Education Center at Marina, and for distance education students. In addition to e-books and online databases, the library also provides Instant Messaging (chat reference service) and telephone reference services; the ability to apply for a library card online; the ability to make requests for materials; and the ability for students to check their records in the online catalog. Wireless internet access will be available throughout the library and technology building in 2009-2010. Most computers in the library and learning support service areas are compliant with the Americans with Disabilities Act (ADA).

Information on learning support services is available through the college web page [2C1.c.2], in the College Catalog, and via department brochures.

***Evaluation – Standard IIC.1.c: MPC meets this standard.***

The institution provides adequate access to the library and other learning support services, regardless of their location or means of delivery. Although the number one complaint in the library assessment survey indicated that the library was not open enough

hours, additional hours would require additional staff which is not possible at this time due to budget limitations. The library does provides students and personnel responsible for student learning programs and services access to a vast array of electronic resources including full-text articles, e-books, and all library services 24 hours a day seven days a week [2C1.1]. Library and learning support services at the Education Center at Marina will continue to increase incrementally as the need warrants.

***Evidence:***

2C1.c.1 Library Services 50

<http://ilearn.mpc.edu/>

2C1.c.2 College Web Page

<http://www.mpc.edu/Pages/default.aspx>

**Monterey Peninsula College**  
**Institutional Self Study Report**  
**Standard IIC: Library and Learning Support Services**

**Maintenance and Security**

**STANDARD IIC**

**Section 1.d**

The institution provides effective maintenance and security for the library and other learning support services.

*Description:*

**Maintenance**

Maintenance of the library and learning support physical areas is done by the campus Facilities Department [2C1.d.1], which schedules routine maintenance tasks and responds to requests for other services on an as-needed basis. Maintenance of equipment is coordinated by technology staff. In the library, this includes the Systems Technology Coordinator, Instructional Technology Specialist, and part-time help as available. In academic support, the learning centers, computer labs and information technology, equipment maintenance is handled by the technology staff assigned to the respective areas.

The entire facility at the Education Center at Marina has contracted maintenance service.

**Security**

Security for the Library and Technology Center's physical space includes incident response, controlled building access, electronic tagging of inventory, security cameras throughout including at all exit/entrance doors, and an alarm/fire safety system. The MPC Security Department oversees general security for the campus. They are able to observe and report minor incidents. The Monterey Police Department responds to situations that involve more than minor disruptive behavior. The library keeps a log of all disruptive incidents.

Access to the library building is controlled via key distribution and security code assignment determined by staff responsibilities. The library's unit office manager oversees requests for distribution of keys and maintains a key log. Assignment of security codes and security training are handled by the Library Systems Technology Coordinator. The library's physical inventory is tagged with magnetic strips that are disabled when materials are checked out. The main entrance to the Library and Technology Center has

controlled entry with a 3M 3804BC security system with four gates located next to the library circulation desk. Any tagged items that are taken through the gate without having been properly discharged by staff will trigger the gate alarm.

Security cameras are located on all three floors of the Library and Technology Center. Video recording of activity in the building can be reviewed by designated staff including the Systems Technology Coordinator and librarian in charge. Cameras are located in areas that allow monitoring of all entrances and exits from the building, as well as cash-handling activity.

Doors at the loading dock, south wing entrance, Karas Room entrance, main entrance, café entrance, second floor classrooms and fire exit doors on the first floor are alarmed. During hours when no staff is present, the doors are all armed, with appropriate doors unarmed for public access when the building is open. Alarms are controlled via Radionics alarm pads. Lighting is controlled via a timed system. A Siemens Cerberus fire safety system monitors building safety, with a RCC-IF panel in the main lobby monitoring all fire and electrical systems.

The college has designated dedicated office space to the Marina Police Department at the Education Center at Marina, thus enabling law enforcement personnel from the Marina Police Department to make regular stops at the center during open hours and overnight. The evening campus supervisor from the Monterey campus closes and secures the Marina campus four nights a week as part of the regular routine.

The Math Learning Center computers are locked via cables. Security for the Graphic Arts lab is provided through Sentry. The High Tech Center for Disabled Students utilizes an electronic keyed security system, while the TRIO Learning Center, Business Skills lab, Nursing Learning Resource Center, and World Languages lab are locked when they are closed.

***Evaluation – Standard IIC.1.d: MPC meets the standard.***

The institution provides effective maintenance and security for the library and other learning support services. Security in the Library and Technology Center is relatively new and includes state-of-the-art equipment and technology.

As the college focuses on continuous quality improvement, it recognizes opportunities to improve maintenance when funds for additional custodial staff become available. Finally, as funds become available, the Library and Technology Center security system may need to be upgraded to allow the tapes from the video system to be retained for at least thirty days.

***Plan – Standard IIC.1.d:***

The college will examine access points to the Library and Technology Center, as various learning support services keep inconsistent hours and thus make securing the building a challenge. Following this examination, the college will implement a plan to address issues associated with securing the Library and Technology Center.

***Evidence:***

2C1.d.1	Facilities Department	<a href="http://www.mpc.edu/AdministrativeServices/FacilitiesDepartment/Pages/default.aspx">http://www.mpc.edu/AdministrativeServices/FacilitiesDepartment/Pages/default.aspx</a>
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**Monterey Peninsula College**  
**Institutional Self Study Report**  
**Standard IIC: Library and Learning Support Services**

**Collaboration**

**STANDARD IIC**

**Section 1.e**

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

*Description:*

**Library**

The institution relies on or collaborates with other institutions and other sources for library and learning support services for its instructional programs. The library is a member of the Monterey Bay Area Cooperative Library System/Peninsula Library System (MOBAC/PLS) [2C1.e.1]. This consortium consists of academic, public, and special libraries in Monterey, Santa Cruz and San Benito counties. This arrangement allows the library to borrow materials that they do not own or are unable to afford, and allows them access to collections that are not open to the public (e.g., Monterey Bay Aquarium). Membership in the California Community College League [2C1.e.2] allows the library to purchase online resources at reduced rates through consortia buying plans. Contracting with Online Computer Library Center (OCLC) [2C1.e.3] provides essential interlibrary loan and cataloging services.

The library's integrated library system (ILS) is housed under agreement with California State University, Monterey Bay (CSUMB) [2C1.e.4] and resides on a SUN server at that campus. MPC has a license with ExLibris, Inc. for the software system, which handles circulation, acquisitions, serials control, online catalog, database management (cataloging), inventory, reporting, and system management functions. The license includes both use of the system (based on simultaneous users) and enhancements. Formal agreements and documentation are available from the library unit office manager.

## Learning Centers

Much of the nursing student learning takes place in clinical agencies, such as local hospitals and health care institutions. Contracts between the College and these institutions are maintained in the School of Nursing main office. Evaluation of these clinical agencies takes place annually at the Nursing Program Evaluation meeting in May of each year. The last evaluation meeting was May 2008. The result was that clinical units in all nursing courses are adequate to meet nursing student learning needs. Other learning support services do not have contractual agreements.

### ***Evaluation – Standard IIC.1.e: MPC meets the standard.***

The institution relies on and collaborates with other institutions for library and other learning support services for its instructional programs, formal agreements exist, and the performance of these services is evaluated on a regular basis. Librarians serve on various committees within Monterey Bay Area Cooperative Library System/Peninsula Library System (reference, technology, interlibrary loan and administrative council) to ensure the quality of services is met and to make recommendations for continuous quality improvement. Databases purchased through the California Community College League (CCL) are evaluated twice a year during the fall and spring semesters. Statistics detailing usage are provided from ExLibris (the integrated library system), Online Computer Library Center (OCLC), California Community College League (CCL) and Monterey Bay Area Cooperative Library System/Peninsula Library System (MOBAC/PLS). The librarians review and evaluate these statistics at their librarians' meetings and in the annual program review updates. These collaborative agreements are beneficial to students, staff and faculty because they increase access to other library holdings, they allow the library to purchase online databases for research, and they provide cost savings. Within two years, the library will need to upgrade both hardware and software, as California State University, Monterey Bay (CSUMB) has indicated the wish to move to another system. Participation in evaluation of available options will allow the smoothest possible migration. They will need funding for training, conversion, software licenses, and hardware for this move.

### ***Evidence:***

2C1.e.1	Monterey Bay Area Cooperative Library System/Peninsula Library System (MOBAC/PLS).	<a href="http://mysites/personal/babbott/Shared%20Documents/MOBAC%20Library%20Contract%20MOBAC0000.pdf">http://mysites/personal/babbott/Shared%20Documents/MOBAC%20Library%20Contract%20MOBAC0000.pdf</a>
2C1.e.2	California Community College League	<a href="http://mysites/personal/babbott/Shared%20Documents/CCL%20Library%20Contract%20CCLC0000.pdf">http://mysites/personal/babbott/Shared%20Documents/CCL%20Library%20Contract%20CCLC0000.pdf</a>

- 2C1.e.3 Online Computer Library Center (OCLC) <http://mysites/personal/babbott/Shared%20Documents/OCLC%20Library%20Contract%20OCLC0000.pdf>
- 2C1.e.4 California State University, Monterey Bay (CSUMB)/Voyager <http://mysites/personal/babbott/Shared%20Documents/NetLibrary%20Library%20Contract%20OCLC%20NetLibrary0000.pdf>
- <http://mysites/personal/babbott/Shared%20Documents/Voyager%20CSUMB%20Library%20Contract%20Voyager0000.pdf>

**Monterey Peninsula College**  
**Institutional Self Study Report**  
**Standard IIC: Library and Learning Support Services**

**Evaluation**

**STANDARD IIC**  
**Section 2**

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

*Description:*

Monterey Peninsula College uses a variety of approaches to evaluate library and other learning support services. The program review process, faculty evaluation, and the accreditation self study represent collegewide efforts to evaluate and improve all aspects of the college, including learning support services. In addition, surveys, student learning outcomes and assessments, and statistical data provide the library and other learning support services with further means to evaluate and improve services.

**Program Review, Faculty Evaluation, and the Accreditation Self Study**

Monterey Peninsula College uses its program review process to evaluate the instructional programs and services of the college. According to the college's program review guidelines, "The purpose of academic program review at MPC is to evaluate all existing instructional programs and services of the college in order to assure their quality, vitality, and responsiveness. Program review is a process that provides an opportunity to look constructively at programs and services with an eye toward improving them and making effective and efficient use of resources. Program review is also an essential element of the planning and resource allocation process. The Academic Senate for the California community colleges stresses the need to link the process of review to collegewide planning and budgeting." [2C2.1]

The library and learning support services use the program review process, annual updates, and annual action plans to evaluate and improve their services. The program review process includes a self-study, course outline reviews and updates, student learning outcomes/assessments, and goals within each division.

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 addition, the

college uses the accreditation self-study as a means to assure the adequacy of the library and learning support services in meeting student needs. The college used the results of these evaluations as the basis for continuous quality improvement.

Program reviews and annual updates of learning support services are included with their discipline's program review. For example, the Math Learning Center [2C2.3] is included in the Physical Sciences program review, and the ESL Center, English and Study Skills Center, Reading Center and World Languages lab are included in the Humanities program review [2C2.5]. The High Tech Center for Disabled Students and the TRIO Learning Center [2C2.10] are evaluated through the Student Services program review process [2C2.6].

## **Library**

Program review for the library uses statistical data from library assessment surveys (distributed to students, staff, and faculty) to evaluate the effectiveness of its services in meeting student learning needs, and uses that data to put in place improvements based on findings [2C1.20].

Student learning outcomes are in place for library courses, for courses in the learning centers, and for courses in the computer labs. Student learning outcomes and assessments are used for improvement in all of these courses.

The library also collects and analyzes statistics to determine how best to serve the needs of students [2C1.b.1]. Statistical data include gate counts (the number of people using the building), the number of current library card holders, database usage, group study rooms use, reference transactions, library instruction classes and the number of students attending, circulation statistics including material checked out/in, reserves, and interlibrary loans. The librarians utilize these statistics to analyze staffing patterns necessary to meet student needs and how they can improve instruction to ensure student learning outcomes. In order to effectively assess the library collection, reports from ExLibris (the integrated library system) are gathered to assist the librarians determine areas that need improvement based on circulation statistics and age of the collection.

## **Learning Centers**

The English as a Second Language Center, the English and Study Skills Center (ESSC), the Reading Center and the World Languages lab are all evaluated through the Humanities program review [2C2.5] process. This program review includes a self-assessment of each department, course outline updates along with student learning outcomes and assessments for all ESL, ESSC, reading and world languages courses.

In addition to the program review process, 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.

The English and Study Skills Center endeavors to measure its effectiveness through student evaluations, the success and retention rates of students, self- and department-level reflection, and feedback from areas that they serve on campus, including Supportive Services and Instruction, the Reading Center, the ESL Department, and the English Department. The ESSC was examined thoroughly as part of the Basic Skills Initiative (BSI) self-evaluation, which took place during the 2007-2008 academic year. The ESSC also conducted a strategic self-assessment in fall 2008 as part of the program review process, which resulted in the formulation of the goals and objectives discussed in the planning agenda in the Humanities program review.

Besides program review, evaluation of the Nursing Learning Resource Center is done by requesting input from students and faculty and is included as a part of their annual Nursing Program Evaluation meeting in May of each year. Faculty determined at the May 2008 Nursing Program Evaluation meeting that the computer lab is well equipped and meets the needs of students.

Student satisfaction is measured in a variety of ways. At the end of each semester, students are asked to complete a written evaluation of each nursing course using a likert-type scale. The results of these evaluations are reviewed by the faculty teaching in each course and student feedback is used to implement changes that faculty agree are consistent with the objectives of that course. Additionally, after each clinical rotation, students are asked to evaluate their clinical rotations (including each out-rotation) for the purposes of ensuring that clinical experiences are consistent with theory being taught in class. Approximately six months following graduation from the program, students are sent an evaluation tool asking for input regarding their satisfaction with the program. Also, student representatives are members and sit on each of the School of Nursing committees, and provide feedback, which usually is quite positive. Minutes of the meetings include student questions, suggestions, and recommendations, and what is being done to react to these items.

### **Computer Labs**

**Business Skills Center.** In addition to evaluation relevant to its program review, 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.

**Graphic Arts Lab.** The Graphic Arts lab is a resource that is essential and specific to the Graphic Arts instructional program. It has never been considered as a stand-alone entity. As such, its evaluation has been integrated into the overall evaluation of the graphic arts curriculum (program review), faculty (faculty evaluation) and technician (staff

evaluation). The achievement of student learning in Graphic Arts is driven by curriculum. The lab is a resource that directly supports that curriculum.

**World Languages Lab.** The World Languages lab surveyed students in fall 2008 to determine students' practices, needs, and perceptions with respect to the lab [2C2.5]. Four hundred fifty students participated in the survey. The results were encouraging: when asked, "How helpful are the lab assignments that can only be completed in the lab in helping you to learn the language," 45 percent chose very helpful, 32 chose moderately helpful, and 21 percent indicated somewhat helpful. The World Languages instructors have also met to discuss their perceptions of this learning center. After identifying a number of deficiencies related to staffing and resources, they created a plan to enhance instruction and provide appropriate oversight. This plan is in the process of being implemented.

***Evaluation – Standard IIC.2: MPC meets the standard.***

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. The program review process, in conjunction with annual updates and action plans, are effective ways to assure that the library and other learning support services meet identified student needs and that they contribute to the achievement of student learning outcomes. During the program review process, each division completes an analysis of its program that includes curriculum review, program information, student performance data including student completion, success, retention and persistence rates, as well as recommendations, goals, and challenges for the future. The library and learning support services utilize the results of the program review process, statistical data and surveys as a means for continuous quality improvement.

***Evidence:***

2C2.1	Program Review Guidelines	<a href="http://www.mpcfaculty.net/accreditation/ProgramReview/ProgRevSelfStudy10-4-05.doc">http://www.mpcfaculty.net/accreditation/ProgramReview/ProgRevSelfStudy10-4-05.doc</a>
2C2.2	Library Program Review	<a href="http://mysites/personal/babbott/Shared%20Documents/Program%20Review%20Library%202004.pdf">http://mysites/personal/babbott/Shared%20Documents/Program%20Review%20Library%202004.pdf</a>
	Library Program Review Annual Report	<a href="http://mysites/personal/babbott/Shared%20Documents/Program%20Review%20Annual%20report%202009.pdf">http://mysites/personal/babbott/Shared%20Documents/Program%20Review%20Annual%20report%202009.pdf</a>
	Library Annual Action Plans	

		<a href="http://mysites/personal/babbott/Shared%20Documents/Action%20Plan%202009-2010%20(with%20institutional%20and%20component%20goals).pdf">http://mysites/personal/babbott/Shared%20Documents/Action%20Plan%202009-2010%20(with%20institutional%20and%20component%20goals).pdf</a>
2C2.3	Academic Support	<a href="http://www.mpcfacity.net/accreditation/ProgramReview/2007_Student_Services_Program_Review_Process.doc">http://www.mpcfacity.net/accreditation/ProgramReview/2007_Student_Services_Program_Review_Process.doc</a>
2C2.4	Math Program Review	<a href="http://www.mpcfacity.net/accreditation/ProgramReview/Math%20Department%20Program%20Review%202006-Final%20Draft%202-13-07.doc">http://www.mpcfacity.net/accreditation/ProgramReview/Math%20Department%20Program%20Review%202006-Final%20Draft%202-13-07.doc</a>
2C2.5	Humanities Program Review	<a href="http://mysites/personal/babbott/Shared%20Documents/Englis%20301%20Survey%20results-narrative%20Fall%202008.pdf">http://mysites/personal/babbott/Shared%20Documents/Englis%20301%20Survey%20results-narrative%20Fall%202008.pdf</a>
		<a href="http://mysites/personal/babbott/Shared%20Documents/English%20301%20Graphs%20survey%20results%20Fall%202008.pdf">http://mysites/personal/babbott/Shared%20Documents/English%20301%20Graphs%20survey%20results%20Fall%202008.pdf</a>
		<a href="http://mysites/personal/babbott/Shared%20Documents/SL%20SurveySummary_03052009.pdf">http://mysites/personal/babbott/Shared%20Documents/SL%20SurveySummary_03052009.pdf</a>
2C2.6	Student Services Program Review	<a href="http://www.mpcfacity.net/accreditation/ProgramReview/2007_Student_Services_Program_Review_Process.doc">http://www.mpcfacity.net/accreditation/ProgramReview/2007_Student_Services_Program_Review_Process.doc</a>
	High Tech Center for Students with Disabilities	
	TRIO Program Review	
		<a href="http://www.mpcfacity.net/accreditation/ProgramReview/TRIO_Program_Review.doc">http://www.mpcfacity.net/accreditation/ProgramReview/TRIO_Program_Review.doc</a>
2C2.7	World Languages lab Survey	<a href="http://mysites/personal/babbott/Shared%20Documents/Englis%20301%20Survey%20results-narrative%20Fall%202008.pdf">http://mysites/personal/babbott/Shared%20Documents/Englis%20301%20Survey%20results-narrative%20Fall%202008.pdf</a>
2C2.7	Nursing Program Review	<a href="http://mysites/personal/babbott/Shared%20Documents/Nursing%20Program%20Review%202009.pdf">http://mysites/personal/babbott/Shared%20Documents/Nursing%20Program%20Review%202009.pdf</a>

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