

Standard IIB: Library and Learning Support Services

IIB1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Cypress College provides numerous campus learning services to promote student achievement, including: the Library and Learning Resource Center (LRC), which includes tutoring and Supplemental Instruction (SI) as well as various computer labs, the English Success Center (ESC), and Math Learning Center (MLC). Housed in the same building (L/LRC), these programs are committed to providing learning materials and services that are sufficient in quality, currency, and variety in order to meet the needs of the students and promote success and achievement.

Library

The Cypress College Library provides comprehensive learning opportunities, both locally and remotely, that empower students to achieve their academic, professional and personal goals. The instructional faculty and staff provide library support to students by way of materials and service recommendations, as well as marketing of those services to students (IIB1a – Mouse pads; IIB1b – Finals Open Lab). Currently, the Library has a collection of 55,264 books, 8,356 e-books, and it provides access to over 8,000 full-text journal titles through online databases that can be reached using either the Library's 26 in-house computers or 24/7 remote access via the Library website (IIB1.2 Annual Report 15/16, p. 3). In addition, to increase access to its resources the Library introduced laptops for student checkout in Fall 2016 (IIB1.3 - Laptop policy).

In addition to providing resources and materials, the Library staff also engages in on-going instruction at several points of service. Instruction ranges from the Introduction to Research (LIB 100) course (IIB1.4 -Catalog 2016-2017, p. 213) to classroom orientations, library tours, reference interviews, and workshops. Additionally, faculty are encouraged to bring students in for a Library orientation session to teach students how to use the Library's resources. The Library also provides similar information to classes during Library tours. Reference interviews are likewise conducted every time a student requests research assistance at the Reference Desk. The librarians will provide one-on-one assistance on any point of the research process (IIB1.5 – Librarian One on One). Workshops are offered occasionally to support ad hoc requests and provide extended help during finals (IIB1.6 – Nursing Research).

In order to ensure sufficient quantity, currency, depth, and variety of the services and materials provided, the Library relies on various on-going evaluations. The Library publishes an Annual Report (IIB1.2- Library Annual Report) and makes it available to the campus and community at

large on the Services tab of the Library website (IIB1.7- Library Services Webpage). The Annual Report data regarding student Library resource and service use, and additions to the Library collection, provide insight on the quantity, quality, depth, and variety of library resources. Librarians likewise assess student resource use when making selections for new additions to the collection. In order to ensure that new acquisitions are informed by student demand (IIB1.8 – Collection Development Guidelines), librarians look at student feedback (to librarians and instructors), types of questions asked by students at the reference desk, and circulation usage statistics on individual items through the Voyager catalog system (IIB1.9 – Circulation Statistics). The Library is also subject to on-going quality reviews through the regular Student Services Quality Review (SSQR) process. Student satisfaction data regarding hours of operation, response times, clarity of procedures, quality of materials, staff helpfulness and knowledge, and overall quality of service ratings are an integral part of the review and are key indicators of efficacy (IIB1.10 – Library SSQR). Finally, the College also utilizes results from the bi-annual Noel-Levitz survey, which assesses student satisfaction with and importance of various College services including those in the Library. The 2015 Noel-Levitz results identified the Library as a “strength” of the College (IIB1.11- Noel-Levitz, p. 3).

The College is committed to making Library and Learning Services as accessible to students as possible. In order to maximize accessibility of services to students, the Library is open Monday-Thursday from 7:30 am- 9:00 pm and Fridays from 7:30 am -1:00 pm (IIB1.7 – Library Services Web page). In addition, extended night hours are offered during final exam weeks in the LRC. These hours of operation are posted on the library website, and extended final exam hours are emailed to the campus community and appear in the @Cypress newsletter (IIB1.12 - @ Cypress) to raise awareness of this service.

In order to meet the needs of students, faculty, and staff on the weekends when the Library is closed, the College offers reciprocal agreements with neighboring community colleges and universities, including Fullerton College, Orange Coast College, and California State University Long Beach (CSULB) (IIB1.13- Reciprocal Privileges). These privileges provide expanded access to check out materials outside of normal operating hours and materials not currently available in the College collection. Furthermore, interlibrary loan services provide students, faculty, and staff with the ability to request materials from other facilities (IIB1.14 –Inter-Library Loan Website). Students are also able to access the on-line research databases and other learning materials 24/7 via the Library website (IIB1.7 - Library Website).

In addition to the main campus Library, various departments have created their own Libraries available for student access, including Music Library and Listening Lab, Career and Transfer Center, Nursing, Ultrasound, Radiation/Technology, and Mortuary Science.

Learning Resource Center

Cypress College has several learning centers housed in the L/LRC building designed to provide appropriate services to enhance student learning and achievement. The LRC is home to two instructional support centers: the English Success Center (ESC) and Math Learning Center (MLC). In addition, the LRC provides instructional support with tutoring services, Supplemental Instruction (SI), the Language Lab, Open Computer Lab, and additional instructional materials (IIB1.4 Catalog, 2016-2017, p. 27).

English Success Center. The ESC provides academic support with reading, writing, and study skills. Staffed by trained tutors as well as Cypress College English, Reading, and ESL faculty, the ESC offers Directed Learning Activities (DLAs), faculty-led workshops, and informal learning groups (IIB1.4 - Catalog, 2016-2017, p. 27).

Math Learning Center. The MLC supports coursework in mathematics, chemistry, and physics. Resources include an array of math solutions manuals and computer applications. Students receive free tutorial assistance with DLAs and workshops from math faculty or peer tutors (IIB1.4 - Catalog, 2016-2017, p. 27).

Tutoring. Tutoring is available to students in the LRC. A variety of subjects are arranged for one-on-one and small group tutoring. Schedules are kept and statistics maintained showing the types of tutors that are requested and how often the services are used (IIB1.15 –Cypress College LRC One-on-One Tutorial Services).

Supplemental Instruction. SI consists of voluntary study sessions led by students who have previously excelled in the course being supplemented (IIB1.4 - Catalog, 2016-2017, p. 27). The program is scheduled and monitored through the LRC and is used primarily for science and math courses (IIB1.16 - Cypress College Supplemental Instruction Spring 2016 Semester Summary).

The College determines the efficacy of these services provided and sufficiency of materials through multiple means. The LRC utilizes the Enterprise-Wide Positive Attendance Tracking System (EWPATAS) to track student use of LRC services in order to have information about demand and student needs (IIB1.17 – EWPATAS Report). Additionally, in order to ascertain the sufficiency and efficacy of services provided, the LRC, ESC, and MLC undergo regular quality reviews. Like the review conducted on the Library, the SSQRs for the LRC, ESC, and MLC include student satisfaction survey results in categories such as hours of operation, quality of materials, staff helpfulness/courtesy, and an overall assessment of service quality. The Quality Reviews also require an examination of goals and changes made since their last review as well as action plans for future improvement (IIB1.18a-ESC SSQR; IIB1.18b- MLC SSQR; IIB1.18 c – LRC SSQR;). The College also relies on Noel-Levitz survey results which indicate that the learning resources and computer labs are also strengths of the College (IIB1.11 – Noel-Levitz). Finally, specific evaluations of SI and tutoring services are conducted each semester to assess both the participation in these programs and the impact on student success and achievement (IIB1.19 – Tutoring and SI Report)

Computer Labs

There are many access points for student computer usage around campus. The L/LRC houses the largest collection of computers for student use, all staffed by either faculty or instructional aides.

The Library has 26 computers available for open use and 35 computers used for class orientations and extended hours. The Library has also started a laptop checkout program with 30 laptops (IIB4.2- Library Annual Report). The LRC has an open lab with 92 computers; the Language Lab has 37 computers; the ESC has 15 computers; and the MLC has 15. The LRC has both computers for open use and reserved instructional use, including 30 laptops for students (IIB1. 20- Peacock-Peery-Rocha email).

There are also various computer labs across campus with varying degrees of access, availability, and instructional help. The labs for open student use are located in the Career and Transfer Center, Veterans Resource Center; and Student Activities. They are staffed by instructional aides or student workers (IIB1.21- DeDios email).

Other programs such as EOPS and DSS have computer labs available for students in those respective programs. In addition, some Divisions have computers available for students in specific courses. The Business/CIS division has a computer lab for those enrolled in CIS or Court Reporting classes (IIB1.22 - Donley email). The Nursing program also has a small computer lab for its program's students (IIB1.23 – Sciacca email). Media Arts Design has a lab which is equipped with multimedia design software, and music mixing and editing computers for class-time digital music (IIB1.24 - Realista email).

DE - All students, faculty, and staff, including students in the Distance Education program, are provided access to library materials and resources 24/7 through the library's electronic collection (IIB1.7 – Library Services Website). DE students are also able to benefit from the Library's reciprocal agreements with other colleges and universities that may be closer to their homes (IIB1.13- Reciprocal Privileges). In addition, the LRC offers Smarthinking, an online tutoring service that provides students with access to tutoring support seven days per week, 24 hours per day (IIB1.25- Smarthinking).



Baccalaureate Degree In anticipation of the need for upper division course resources, the Mortuary Science faculty worked closely with the library and learning resources personnel. The campus library collections are sufficient to support the baccalaureate degree program and have been expanded to include resource collections specific to the Funeral Service baccalaureate degree program such as Lexis Nexis (IIB1.26- Cassens email). Learning support services, including mentors, tutors and library counseling, will continue to be made available to baccalaureate degree students. The College plans to make adjustments to planning and budget allocations processes to account for four years of services to meet the needs of bachelor degree seeking students.

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 17. Cypress College supports student learning and achievement by providing library and other learning support services, including tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction. The Library collection, LRC services, ESC, MLC, tutoring, SI, and various computer labs in both the L/LRC and across campus are sufficient in quantity, currency, depth, and variety to support educational programs, both on campus and off as substantiated by the individual departments' SSQR results.

Evidence Sources

IIB1.1a – Text a Librarian Mouse Pad For TRC

IIB1.1b – Finals Open Lab
IIB1.2 – Library Annual Report 2014-2015
IIB1.3 – Laptop Policy
IIB1.4 – Cypress College Catalog 2016-17
IIB1.5 – Librarian One on One 2015 Spring
IIB1.6 – Nursing Research Flyer
IIB1.7 – Library Services website
IIB1.8 – Collection Development Guidelines
IIB1.9 – Circulation Statistics
IIB1.10 – SSQRLibrary2016
IIB1.11 – Noel Levitz Report 2015
IIB1.12 – @Cypress Online Newsletter, December 5, 2015
IIB1.13 – Reciprocal Borrowing Privileges website
IIB1.14 – Interlibrary Loan website
IIB1.15 – Cypress College LRC One-on-One Tutorial Services
IIB1.16 – Cypress College Supplemental Instruction Spring 2016
IIB1.17 – EWPATAS-LLRC Facility Usage
IIB1.18a – Student Services Quality Review (SSQR) English Success Center (ESC) 2016
IIB1.18b – Student Services Quality Review (SSQR) Math Learning Center 2016
IIB1.18c – Student Services Quality Review (SSQR) Learning Resource Center 2016
IIB1.19 – Tutoring and SI Report Sp15
IIB1.20 – Joyce Peacock-Kevin Peery- Fred Rocha Computer email
IIB1.21 – Paul DeDios, Dean of Counseling/Student Development, Computer Labs email
IIB1.22 – Steve Donley, Dean of Career Technical Education (CTE), Computer Labs email
IIB1.23 – John Sciacca, Dean of Health Science, Computer Labs email
IIB1.24 – Katy Realista, Dean of Fine Arts, Computer Labs email
IIB1.25 – Smarthinking Online Tutoring webpage screenshot
IIB1.26 – Treisa Cassens, Dean of Library and Learning Resources, materials email

IIB2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Cypress College assesses the effectiveness of its library and learning support services through several means. Good communication is essential in establishing and maintaining equipment in the L/LRC. Contact between the instructors and the librarians drives the library equipment and materials selection. The Library's Collection Development Guidelines (CDG) ensure equal support to all instructional programs based on set policies that provide guidance on how library faculty and instructional faculty should cooperate to fulfill the responsibility of collection development (IIB2.1 - CDG, p. 1).

According to the CDG, collection development responsibilities are shared between instructional and library faculty (IIB2.1 - CDG, p. 2). This document establishes prioritization guidelines that are utilized when making selections for library resource additions, which include regular communication with academic departments. In order to select appropriate resources that address student learning needs, the library staff have several systems in place to receive input from instructional faculty, including the Faculty Finds Newsletters (IIB2.2 – FF Newsletter), faculty purchase requests, faculty book donations, and librarian consultation required in the Curriculum Review process (IIB2.3- Curriculum Training Guide, p. 17).

The Faculty Finds Newsletters provide faculty with updates on new additions to the library collection. These newsletters promote “New Titles” and are published on the library website (IIB2.4 – Library Services Webpage) and emailed to faculty (IIB2.5. – Faculty Finds email). In order to encourage faculty participation in collection development, the Newsletters solicit instructor feedback on the new collection additions as well as input regarding future resource selections. In addition, the Library accepts donations from instructional faculty, as documented in the Library’s CDG (IIB2.1- CDG p. 4). Finally, as part of the regular Curriculum Review process, librarians must be consulted when courses are revised or proposed to ensure that adequate materials are available to support the course (IIB2.6 -. Screenshot Library/Review CurricUNET).

Students have access to approximately 150 computers within the L/LRC (IIB2.7 – LRC Webpage). In addition to the available computers, there are also audio/visual playback units, a color copier, and a scanner available within the L/LRC. Beginning in Fall 2016, a 3-D printer is available for use by Science, Engineering and Mathematics programs, with the hope of expanding the service to other divisions on campus {IIB2.8 – 3D Printer Policy).

The LRC’s equipment and material needs are determined by frequent consultation between library staff, LRC staff, and faculty members, especially for departments that require special learning support. For example, English as a Second Language (ESL), English, English/Reading, and Mathematics each have a need for special services provided by the LRC. In addition to Supplemental Instruction (SI) and one-on-one tutoring, the LRC continues to provide learning services with the implementation and continued achievement of the English Success Center (ESC), the Math Learning Center (MLC), and the Language Lab, which are all housed within the L/LRC. Each lab provides reading materials, Directed Learning Activities (DLAs), faculty assistance, and specialized software. Plus, in 2014 the LRC made the Smarthinking tutoring service available for expanded assistance for students off campus (IIB2.9- Smarthinking).

The librarians and L/LRC staff share campus responsibility by sitting on different committees to promote active communication. For example, the library video collection is updated and shared with the Diversity Committee on an annual basis (IIB2.10- Diversity Committee Minutes). Instructors are also provided the opportunity to make library material or equipment requests and recommendations through campus committees. The faculty is likewise encouraged to place textbooks and reserve materials in the library collection for student use (IIB2.11 – Library Reserve Collection Website).

DE- Cypress College has a DE program with a team of managers and faculty working together to support web-enhanced, hybrid, and online courses (IIB2.12 – DE Website). All DE courses

are developed and maintained through the Curriculum Approval process and, as with all courses, require librarian consultation for final approval (IIB2.3 Curriculum Training Guide, p. 17).

The library's 14 databases can be accessed remotely via the library website on the Find Articles page (IIB2.13 – Find Articles). The Library has also incorporated a direct How Do I Ask for Help link (IIB2.14 - Help Link)) and the text-a-librarian service for chat, text or email questions (IIB2.15 – @Cypress). Finally tutoring services are also available to DE students via Smarthinking on the LRC website (IIB2.9 -Smarthinking).

Analysis and Evaluation

The College meets the Standard. Cypress College relies on appropriate expertise of faculty, librarians, and other learning support services professionals, through the Faculty Finds Newsletter, direct interaction, and committee participation, to select and maintain educational equipment and materials, including books, databases, computers and other equipment, to support student learning and enhance the achievement of the Mission.

Evidence Sources

- IIB2.1 – Collection Development Guidelines
- IIB2.2 – Faculty Finds Newsletters
- IIB2.3 – Curriculum Committee Training Guide
- IIB2.4 – Library Services webpage
- IIB2.5 – Faculty Finds email
- IIB2.6 – CurricUNET Library Review Screenshot
- IIB2.7 – Learning Resource Center website
- IIB2.8 – 3D Printer Policy
- IIB2.9 – Smarthinking Online Tutoring website
- IIB2.10 – Diversity Committee Meeting Minutes for December 9, 2015
- IIB2.11 – Library Reserve Collection website
- IIB2.12 – Distance Education website
- IIB2.13 – Find Articles webpage
- IIB2.14 – How Do I Ask for Help website
- IIB2.15 – @Cypress Newsletter, May 3, 2013

IIB3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and Learning Resource Center (LRC) evaluate their services by collecting data for annual reports and service reviews through the institution. Evaluation data include both survey and usage statistics. The Library conducts its own evaluation of materials, use, and services provided and publishes those results in the Library Annual Report (IIB3.1 – Library Annual Report 15-16). Additionally, the Library and LRC programs are subject to regular and on-going Student Services Quality Review (SSQR) to improve services and materials provided. The SSQRs includes satisfaction rates, ongoing changes, Student Learning Outcomes (SLOs), past goal and objective review, future goals and objectives, and resource need identification.

Library.

The Library's hours, personnel, budget, collections, and services are assessed and quantified through its annual reports. This quantitative evaluation indicated that the 201-2016 academic year was considered the Library's busiest year with full-text database searches increasing 13 percent (IIB3.1- Library Annual Report 15-16). The number of registered hits on the databases has steadily risen over the past three years from 1,544,262 in 2012-2013 (IIB3.2 – Library Annual Report 12-13), to 1,802,206 in 2013-2014 (IIB3.3 – Library Annual Report 13-14), to 2,044,804 in 2014-2015 (IIB3.4 – Library Annual Report 14-15, p. 3) to 2,321,505 in 2015-2016 (IIB3.1 – Library Annual Report 15-16, p. 3). Reference librarians also answered 5,390 reference questions and had 436 consultations lasting over 10 minutes with students. In addition, 144 classes participated in orientations, with a total of 4,237 students participating in research instruction sessions (IIB3.1 – Library Annual Report 15-16, p. 4). Finally, the library added 9,167 volumes and 8,061 titles to its collection bringing the total number of volumes owned to 62, 723 and the total number of titles owned to 55,264 (IIB3.1, Library Annual Report 15-16, p. 3).

The Library also participates in the student support services program review process (SSQR) (IIB3.5 - IER, p. 79). All Library faculty and staff members participate in the review, which is administered every three years (IIB3.6 – Library SSQR 15-16). More specifically, the review process begins with developing a survey in consultation with a team of employees from the Library and LRC including faculty, staff, and the Dean. The College requires certain questions that are featured on all surveys: hours of operation, response time, clarity of procedures, quality of materials, knowledge and helpfulness of staff, and overall quality of service. Additionally, departments have an opportunity to ask additional operation-specific questions. The survey is administered to eligible students at the point of service. The 2015-2016 survey results indicate that students are very satisfied with the Library in general and specifically with staff knowledge (98.1%), staff helpfulness (97.4%), and the quality of the service (98.1%). Additionally, regarding the library's influence on students' academic success nearly all students rate either "A lot" or "Some" degree of Library services' contribution to research assignment needs (94.0%), ability to work on group projects (83.0%), and overall academic success (95.6%) (IIB3.6 – Library SSQR 15-16).

The Cypress College Library functions on both an instructional level and as a learning support service. CSLOs for the Library as an academic program are listed by course on TracDat and mapped out to the General Education and Lifelong Learning ILOs (IIB3.7 - TracDat). The Library also serves as an academic support service and identifies separate Student Services Student Learning Outcomes (SSSLOs) for the Student Services review (SSQR). Data are

collected and analyzed by the L/LRC faculty and staff and submitted to TracDat. SLO results are also included in the SSQR (IIB3.6 – Library SSQR 15-16).

In addition to the aforementioned SSQR, in order to further ensure adequacy of services, the College has implemented a two year SSSLO review cycle that focuses on a new theme each cycle and includes Learning Services such as the Library and Learning Resource Center (IIB3.8 – SSSLO Cycle 8; IIB3.9- SSSLO Cycle 9). The SSLO review process requires each Student Services Unit to identify its mission, goals, intended outcomes, assessment criteria, summary of data and use of results to systematically assess and improve the services and programs provided (IIB3.9 –SSSLO Cycle 9). These reviews are data driven, utilizing student satisfaction data from both the SSQR and CSQR Cyclical Program Reviews and Noel-Levitz survey results (IIC3.10 - Completed SSSLO- Library). SSSLOS, assessment analysis, and action plans are housed in TracDat, the password-protected archiving and reporting software used by the College. In addition, the SSSLO results are mapped to the Cypress College PLOs and ILOs (IIB3.7- TracDat).

For example, the L/LRC identified the following SSSLO:

Students will experience satisfaction with support received in the LLRC in terms of physical facilities, skilled and caring staff, services and tools that enhance academic advancement, and access to information required to meet their educational needs (IIB3.11 - SSMP, p. 72).

SSSLO Assessments were conducted based on the 2012-2013 Library SSQR where library users responded to the satisfaction survey that measured satisfaction levels in 15 areas of assessment. The percent responding “Good/Excellent” or “Strongly Agree/Agree” ranged from a low of 81.6% (student computer stations) to a high of 98% (checkout meets needs). Satisfaction levels improved in all but four areas: sufficient databases, sufficient print collection, copy machine, and overall quality of service (IIB3.12 – Library SSQR 2013). This SSSLO finding resulted in the implementation of an action plan to increase services to impact student satisfaction. In response to the declines in satisfaction with these areas, the Library added new databases, a new chat/text service, and a library app by Boopsie (IIB3.13 – @Cypress). When reassessed in 2015-16, overall Library quality of service ratings increased from 91.3% to 98.1% (IIB3.14 - Library SSQR 2016, pg 2).

Learning Resource Center

The LRC, ESC and MLC also undergo the same regular quality review as the Library. Satisfaction results for all three learning support service programs show high levels of satisfaction with scores consistently in the “Good” and “Excellent” range: LRC (80.0-95.7%); ESC (95.5-98.5%); and MLC (93.1-98.3%). As with the Library SSQR, the LRC, ESC, and MLC are required to include their SLO results in the review (IIB3.15 – LRC SSQR; IIB3.16 – ESC SSQR; IIB3.17 – MLC SSQR).

In addition to the regular quality review evaluations, the ESC and MLC were required to provide additional evaluation data as part of their Title 5 Grant. The Title 5 Annual Report (IIB3.18–

Title 5 Report) provides an in-depth analysis of learning resource activities provided by the ESC and the MLC. Within both the ESC and MLC, students have the choice of participating in different workshops or Directed Learning Activities (DLAs). When comparing success and retention rates for students in basic skills English (IIB3.18 – Title 5 Report p. 6-8, 17-31) and math (IIB3.18 – Title 5 Report, p. 9-10, 32-41) classes participating in both DLA and workshops served as the best indicator for higher success and retention rates.

For example, in the Spring 2015, English 058 students who participated in both DLA and workshops had a 94.5% success rate, as opposed to those who did not visit the ESC who had a 43.8% success rate (IIB3.18 – Title 5 Report p. 17). Additionally, for cohort progression to the next course, participating in both workshops and DLAs consistently indicated progression through the English course sequence at higher rates (IIB3.18 – Title 5 Report, p. 42-54). Not participating in DLA and workshop activities represented the lowest success rate for progression through all ESL, English, and math course sequences. Last, in cohort progression from one level below college to the next course, participating in either DLA or both DLA and workshops served as the best indicators for progression from one level below college to the next course in math, English, and ESL courses (IIB3.18 – Title 5 Report, p. 55-58). After the Title 5 Grant concluded in 2015, Institutional Research and Planning (IRP) determined that ongoing assessment was warranted; and this data continues to be collected.

Smarthinking, One-on-One tutoring, and SI represent other academic resources available through the LRC. Students' use of Smarthinking, the online tutoring program, was evaluated for the Fall 2014 session for both English and math use (IIB3.19- English Smarthinking Report; IIB3.20 – Math Smarthinking Report). For math, 66 students utilized the service while 275 students utilized the service for English. Smarthinking use was found to positively and significantly affect students' success rates. Students who used Smarthinking for their English courses did significantly better (16%, $p < .001$) than students who did not use Smarthinking (IIB3.19- English Smarthinking Report). However, for math, not enough students utilized the online tutoring to allow for meaningful comparisons.

According to Spring 2015 data an One-on-One tutoring services through the LRC, a total of 806 students participated in 2,338 cumulative tutoring sessions, which comprised 1,971.56 hours. Additionally, the average number of tutoring visits per student was 2.9 while the average hours of tutoring per student were 2.45 (IIB3.21- Tutor. and SI Report Spring 15, p. 9). In all courses selected, students who participated in tutoring had higher success rates than those who did not (IIB3.21 – Tutor. And SI Report Spring 15, p. 12).

Analysis of SI and tutoring participation by subject also revealed that SI participation is strongest for biology and math, while students participated in tutoring primarily for English and math. This indicates that SEM and Language Arts represent the largest divisions where students need the most tutoring and SI. Thus in Fall 2015 (IIB3.22 – SI Course Report Fall 15), additional tutoring and SI were implemented for additional SEM and SEM-related courses. Accounting 101, which requires extensive math skills, represented a course which initially did not have an SI component, but this was developed and implemented in Fall 2015. Students who took Accounting 101 in Fall 2015 and participated in SI had a success rate of 69.6%, while SI non-participants had a lower success rate of 44.1%. SI participation for trigonometry and Math 250A also positively and significantly affected students' success rates for these courses (IIB3.22 – SI Course Report Fall 15). A survey was also created as a collaboration between the Dean of the

Library, the SI Coordinator, and IRP to help assess students' use and satisfaction with SI services moving forward in Fall 2015 (IIB3.23 – SI Survey Report Fall 2015).

Analysis and Evaluation

The College meets the Standard. Cypress College evaluates library and other learning support services to assure their adequacy in meeting identified student needs through the Student Services Quality Review (SSQR) process. All student services have SSLOs which are articulated in the Student Services Master Plan (IIB3.11 - SSMP) and housed in TracDat. Evaluation of these learning services includes evidence that they contribute to the attainment of the identified SLOs. The College uses the results of the SSQRs as well as internal evaluations conducted by individual programs such as the ESC and MLC as the basis for improvement.

Evidence Sources

- IIB3.1 – Library Annual Report 2015-2016
- IIB3.2 – Library Annual Report 2012-2013
- IIB3.3 – Library Annual Report 2013-2014
- IIB3.4 – Library Annual Report 2014-2015
- IIB3.5 – Institutional Effectiveness Report 2012- 2013
- IIB3.6 – Library Student Services Quality Review (SSQR) 2015-2016
- IIB3.7 – TracDat <http://tracdat.cypresscollege.edu/tracdat/>
- IIB3.8 – Student Services Student Learning Outcomes (SSSLO) Cycle VIII
- IIB3.9 – Student Services Student Learning Outcomes (SSSLO) Cycle IX
- IIB3.10 – Student Services Student Learning Outcomes (SSSLO)- Library
- IIB3.11 – Student Services Master Plan, 2007-14
- IIB3.12 – Library Student Services Quality Review (SSQR) 2013-2014
- IIB3.13 – @Cypress Newsletter, May 3, 2013
- IIB3.14 – Library Student Support Services Report 2016
- IIB3.15 – Learning Resource Center Student Services Quality Review (SSQR) 2016
- IIB3.16 – English Success Center Student Services Quality Review (SSQR) 2016
- IIB3.17 – Math Learning Center Student Services Quality Review (SSQR) 2016
- IIB3.18 – Title V 2015 Annual Report
- IIB3.19 – English Smarthinking Report Fall 2014
- IIB3.20 – Math Smarthinking Report Fall 2014
- IIB3.21 – Tutoring and SI Findings Spring 2015
- IIB3.22 – Supplemental Instruction (SI) Survey Report Fall 2015
- IIB3.23 – Supplemental Instruction (SI) Course Report Fall 2015

IIB4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided

either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

To ensure that students have access to necessary materials and services when they need them, the Library and Learning Resource Center (L/LRC) maintains contracts for various databases, consortia, and services. The Library must provide a viable catalog to facilitate library searches. Along with borrowing privileges, the CalWest Consortium affords the purchase and maintenance of such a catalog system through Ex Libris Voyager. The contract links Cypress College, Fullerton College, Golden West College, and Orange Coast College joint usage of the Voyager services purchased through the NOCCCD and maintained at the District offices (IIB4. 1 - Endeavor Information Systems).

Interlibrary loan (ILL) services are also established through the CalWest Consortium, but in concordance with a contract to Online Computer Library Center, Inc. (OCLC) (IIB4.2 – OCLCFY Subscription). OCLC provides ILL and cataloging services that are accounted for by the Library staff and recorded in the annual report (IIB4.3 – Library Annual Report 14-15). Reciprocal borrowing privilege contracts are maintained with the CalWest Consortium (IIB4.4 – CalWest Consortium) and with CSULB (IIB4.5 – CSULB Reciprocal). Students use their Cypress College student ID to check out materials at these other institutions, and the services are mutually reciprocated.

Cypress College also purchases research databases through another consortium. The Community College Library Consortium has cooperatively made contracts with many vendors to support the specific needs of the community college students, faculty, and staff. The library purchases 14 databases through the Community College League (IIB4.6 – CC Library Consortium). Database usage is monitored by librarians through the individual platforms and registered on the annual report. The database usage is very high at 2,044,804 database searches during the 2014-2015 academic year (IIB4.3 p. 3). The Library will be adding more databases in the future to accommodate baccalaureate students in the fall of 2017.

The LRC supports student learning by retaining contracts with TutorTrac, Plato Edmentum, and Smarthinking. Each service has a specific purpose and enhances additional services and learning software available in the ESC, the MLC, and the Language Lab.

TutorTrac, by Red Rock Software, is used by the LRC staff to schedule tutor and room appointments. Student hours, participation and success rates can be tracked through TutorTrac as well, because the system links with Banner and can tap the students' schedules. The contract is kept at the District (IIB4.7 -TutorTrac License Agreement). L/LRC staff evaluates these services by reviewing the agreements in terms of the needs and then the availability of the best product. This involves searching various listservs and presenters at conferences for vendors who offer software that best meet the LRC's needs. Previously, the LRC utilized Google calendar and forms for processing and scheduling in the tutoring center. However, there was a concern about the confidential nature of the information and control of data. Thus a purchase was initiated and contract approved during the 2013-2014 academic year for the TutorTrac software package. The data is provided through the Academic Computing Department in conjunction with District IT and thus the current legal mandates and rules are closely followed. The LRC staff schedules

both the tutors and students and regularly utilizes the software to run internally used reports of usage (IIB4.8 – Cassens LRC Contracts email).

Plato Edmentum is a learning module software that assists students with reading and writing in English. The students benefit from learning modules they can complete at their own pace. The LRC has a three-year contract for 35 licenses, which limits the usage to on-campus (IIB4.9 – Plato Contract). Plato was chosen through the English/Reading Department as a curriculum tool for their courses. The LRC supports the computer/software and use by students (through trainings) based on the Department’s recommendations (IIB4.8 – Cassens LRC Contracts email).

Smarthinking is an online tutoring service that Cypress College uses to reach DE students or those who need off-campus tutoring assistance 24/7. Math and English tutors are available at all times while specialized tutors have particular hours of availability. Smarthinking is renewed through an annual contract (IIB4.10 – Smarthinking Contract). In order to evaluate the program’s effectiveness, LRC staff runs reports in Smarthinking to see which students are asking for assistance online (IIB4.11 – English Smarthinking Report; IIB4.12 – Math Smarthinking Report). Additionally the LRC uses faculty feedback: the English and English/Reading faculty report that they are extremely impressed with the feedback students receive within the essay center. Finally student feedback is generated through a brief survey provided through the software that asks students several questions. Recent results from 2013 -2015 indicate that students would recommend Smarthinking to a friend 90.1% for the live drop-in service and 98.1% for the online writing lab (IIB4.8 – Cassens LRC Contracts email).

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 17. Cypress College collaborates with Golden West College, Fullerton College, Orange Coast College, CSULB, and other consortiums for library and other learning support services for its instructional programs. The College has formal agreements in the form of contracts held at both the campus and District. Through regular review, the College ensures that these resources and services are adequate, easily accessible, and utilized. Cypress College takes responsibility for and assures the security, maintenance, and reliability of services provided and regularly evaluates these services to ensure their effectiveness (ER 17).

Evidence Sources

- IIB4.1 – Endeavor Information Systems
- IIB4.2 – OCLCFY 2016 Subscription Renewal Notice
- IIB4.3 – Library Annual Report 2014-2015
- IIB4.4 – Cal-West Consortium Universal Borrowing Privileges Policies
- IIB4.5 – California State University, Long Beach Agreement for Mutual Lending Privileges of Library Materials
- IIB4.6 – Community College Library Consortium website
- IIB4.7 – TutorTrac License Agreement
- IIB4.8 – Treisa Cassens, Dean of Library- LRC Contracts email

- IIB4.9 – Plato Edmentum contract
- IIB4.10 – Smarthinking contract
- IIB4.11 – English Smarthinking Report
- IIB4.12 – Math Smarthinking Report

Changes Arising out of the Self Evaluation Process

Change, Improvement and Innovation	Standard	College Lead	Timeline	Outcome
Expanded databases to include materials to accommodate baccalaureate degree students	IIB4	Dean, LLRC	Spring 2017	The College expanded electronic databases to meet the needs of our new baccalaureate degree students in the Funeral Service program.