

Chapter 7 - Standard 10

Library and Other Learning Resources

Overview

With rapidly changing student populations and delivery formats, LBC has made many changes to ensure that we are servicing the learning needs of all students. LBC Library's purpose is to develop, manage, instruct in use of, and disseminate information resources to support the College mission. The challenge for the library is how to fulfill that purpose across a variety of modalities and at additional locations. Likewise, the Ally Center, is actively branching out to provide appropriate mentoring, disability, and writing services to all academic levels at all locations and through all modalities. This chapter clarifies how we are leveraging our current learning resources to address the needs of 'the changing face of the Bible college student.'

Standard

ABHECOA Standard 10 – Library and other Learning Resources

The institution ensures the availability of and access to learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student and faculty needs, regardless of location or instructional delivery system.

Compliance Documented

In keeping with a comprehensive report with a focus on key issues, the reader is directed to our Compliance Index showing evidence of our compliance with all appropriate essential elements of [Standard 10](#). We track the assessment and planning aspects of this standard through Taskstream

workspaces for our Library and the Alley Center (other learning resources). While the appendices of this chapter includes quite a few examples of evidences documented, one of the more notable ones would be [Appendix 7A](#) where findings from the Ally Center Survey indicate that of students utilizing one of the three services (Ally Testing Center, Academic Mentoring Services, or Disabilities Services) over 51% rated their visit as Excellent, 27.4% as Good and 20.7% as Helpful. Less than one percent (.58%) rated their visit as Poor.

The remainder of this chapter includes additional evidences of compliance within the framework of the key issues we have chosen to focus on in this study.

Research Questions

With the purposes of advancing institutional self-understanding and self-improvement in mind, the following research questions guided the study group in preparing this section:

1. How is our rapid expansion of additional sites and modalities impacting the ability of our Library and Alley Center to serve the needs of our academically “at risk” students?

Analysis of Key Issues

Of the seven key issues our study groups were tasked to consider, two will be considered in this chapter on the library and other learning resources; The Changing Face of the Bible College Student and Leveraging the Charles Frey Academic Center and the Teague Learning Commons.

As LBC reaches out to offer a solid biblical education to students unable to commit to a move to the Lancaster area, online education and additional locations are becoming increasingly more vital parts of our offerings. Online education and additional locations represent the changing face of the Bible college student and has caused LBC to further analyze the impact of these programs are

having on our library services and other learning resources. In addition, many of these students, as well as many of our traditional students, are coming to us without the prerequisite skills necessary to succeed. In response, we must increase access to our other learning services. With rapidly changing student populations and delivery formats, LBC has made many changes to ensure that we are servicing the learning needs of all students. This chapter will address those changes.

Leveraging the Charles Frey Academic Center and the Teague Learning Commons

The March 2016 opening of the Charles Frey Academic Center (CFAC) furthered our vertical integration. This four-story, 50,000 square-foot building houses six of our seven academic departments, each inhabiting its own suite of offices, work room, and conference room or dedicated classroom space. In addition, the CFAC houses numerous academic support units, including the Provost's Office, Adult Learner Services, Office of Digital Learning, and Office for Institutional Effectiveness. With all these departments and offices under one roof, we are better able to serve our undergraduate and seminary/graduate students, both traditional and non-traditional. In addition, the idea that the CFAC would not be merely an administrative enclave was at the forefront of the planning process for this building. Eleven technologically integrated classrooms were positioned throughout the building close to each of the six departments. Not only does this building add needed classroom space, but also brings students into the building to interact with faculty both during class and afterward; students regularly visit conveniently located faculty offices or Charlie's Creamery, situated on the first floor.

The Teague Learning Commons (TLC) was completed in August 2012. The TLC demonstrates LBC's commitment to academic scholarship for training the next generation of well-informed servant leaders. As the anchor for academic learning, the TLC houses our Charles and Gloria Jones

Library and our learning support services. Students can receive academic support through the Ally Center, which is comprised of Academic Mentoring Services, Disability Services, the Math Lab, and the Writing Center. As noted in the [accompanying documents](#) (Appendix 7B), the use of these services has been increasing. The TLC has allowed LBC to centralize these services for students, including remote access from LBC's various locations.

The opening of the TLC went a long way toward addressing a suggestion made following the review of our MSCHE 2012 Periodic Review Report (PRR). The support of teaching and learning has been recast in this \$10 million building. As noted in our 2012 PRR, since the 2007 self-study, the Library has grown to include access to over 300,000 electronic books and over 90,000 electronic journal titles that are available 24 hours a day to all students. The Library hours are now carefully scheduled around nontraditional class schedules during the summer and between semesters, and at additional times when there is a need. All databases have been moved to the cloud, allowing student access from anywhere. The Library has added a link on the web page for patrons to chat with a professional librarian about research issues at any time. There is also a link to make a reference request directly to LBC librarians. A service was added which provides links to electronic content between different providers that is transparent to Library users. Library staff provide telephone research help and mail materials to online students who are not located near any of our locations. Librarians have also increased the number of in-class tutorials on research and information literacy. An additional full-time library technology position was added to oversee the Library databases and website and will eventually also create information literacy tutorials for the faculty. Additionally, an Information Literacy Lab, as well as the Writing Center, are available in the TLC enhancing our approach to information literacy for our Lancaster students.

The Charles and Gloria Jones Library extends its services to core library collections at the Greenbelt, Philadelphia, and Memphis locations, thus providing “The availability of library services (reference, technical, and circulation) and other means of support to meet research and information needs of students and faculty” to our additional locations and instructional sites (Essential Element 4 of ABHECOA Standard 10). Between the summer of 2013 and the summer of 2016, the Lancaster library staff went through several stages of assessing, cataloging, and redistributing a total of four libraries (see [Library Report – 2016](#) [Appendix 7C]). Each of the three current locations now has a core library collection that reflects the programs taught at that location. Each library has its own holdings code in the institution's Online Patron Access (OPAC) and has an online catalog that gives access to all of the electronic resources held at the Lancaster location. The catalog shows all the physical resources available at all locations. Materials from all four library locations are delivered to students at other locations as needed. The borrowing of materials from other libraries is provided through interlibrary loan. Each location has library workers who can circulate materials, and students and faculty at these locations can consult with the librarians at Lancaster by telephone. The Lancaster library purchases electronic books whenever possible so that they are accessible to all faculty and students at all locations.

A high priority for our Library Director is to continue to extend information literacy and other library services to our remote campuses. The hiring of part-time professional librarians at the Greenbelt, Philadelphia, and Memphis locations, as funding and enrollment targets are met, would provide timely and effective on-site research assistance and interpretation of the collection to students and faculty. A librarian at each location would also provide research and information literacy instruction both individually and in classes. The greatest need for a professional librarian

is at the Greenbelt location where many of the students are enrolled in graduate programs whose assignments require higher levels information skills.

Both the TLC and the CFAC buildings provide LBC with greatly enhanced learning resources, facilities, instructional equipment, and library services to support our educational programs and “Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community” (Essential Element 13 of ABHECOA Standard 10).

The Changing Face of the Bible College Student

As was previously mentioned, the student body makeup has changed significantly. Most notable is the increase in the population of students over 40 years of age. In the last ten years, this student population has more than doubled. This has increased our mean and median ages to the 25 to 29-year range, up from the 20 to 22-year range.

According to a [recent study](#) (Appendix 7D) by the Association for Biblical Higher Education in cooperation with the Barna Group, adults 26 years of age or older participating in the survey are more likely to apply to a Bible college over a Christian college (35%) than are traditional-aged students (28%). This has been evident in the growing enrollment of non-traditional students at LBC.

With the growth of non-traditional student academic programs, services meeting the needs of these students had to be addressed. In response, the Adult Learner Services (ALS) team was created in 2015 and tasked with the goal of establishing and providing services “meet[ing] the needs of students regardless of location or instructional delivery system” (Essential Element 2 of ABHECOA Standard 8). The establishment of ALS allows non-traditional students to connect

with a centralized team for prospective-student, admissions, and academic/registration information.

Basic Skills

As a result of our 2007 self-study, the evaluation team agreed with LBC's own recommendation to expand the staff and services of what was then called our Reaching Academic Potential Center. As noted in our MSCHE [2012 Periodic Review Report](#) (Appendix 1C), additional staff have been put in place and extensive analysis of the needs of our growing adult population took place.

LBC currently has in place "Services that address diverse student needs [and] abilities," (Essential Element 3 of ABHECOA Standard 8). The following admissions policies assist in identifying potentially underprepared students:

- The Admissions Committee reviews the files of students not admitted under our regular standards on a case-by-case basis.
- ESL students must have a Test of English as a Foreign Language (TOEFL) score of 69 to be accepted. Some peer tutors from LBC's TESOL program work in Academic Mentoring Services (AMS).
- "Entry testing" for placement purposes may be used after admission. A student may be asked to take the ACCUPLACER exam to ensure they are appropriately placed in the correct Math and English courses. If ACCUPLACER is requested, it is used for students who fall below our minimum requirement for acceptance, but whom the admissions committee believes show promise. The use of this exam is not for acceptance but for course placement.

- Changes were recently made to our OneLife gap year program (Chapter 8). To be accepted into the program, OneLife applicants must now meet all standards for a student applying to our traditional undergraduate programs. As of the 2016-2017 academic year, OneLife graduates wishing to transfer in to LBC must now have a 3.0 GPA and a positive reference from OneLife staff.

LBC also provides “Services that address diverse student needs [and] abilities” (Essential Element 3 of ABHECOA Standard 8). Underprepared students are assisted with reading strategies, time management skills, and receive academic help at the tutoring center. Students with documented learning disabilities receive additional services. Students identified as underprepared are now placed in developmental courses such as College Success (CSS 060), Basic Math Skills (MAT 060), and Introduction to English Composition (LAN 061), a writing lab offered concurrently to LAN 101 English Composition.

The following measures are used to place students in developmental courses:

- Entering traditional undergraduates are placed using a matrix of high school grades and SAT/ACT scores.
- Academic Mentoring Services (AMS) informs advisors and department chairs of students who have “special conditions” acceptance letters and follows up with reminders for those students’ future semesters; i.e., 060 Math now, followed by Math 212 next semester. AMS also recommends limited course loads for students whom this would benefit.
- The Lancaster, Greenbelt, and online Accelerated Undergraduate Degrees (AUD) programs use an entrance essay scored by our Writing Center to place students into developmental courses.

- The Lancaster location and the Philadelphia Center for Urban Theological Studies (PCUTS) use ACCUPLACER for student placement in math and English. These tests are administered through the Registrar's Office in coordination with Admissions and the Ally Center.

For incoming students who fall short of one or more entrance requirements, the college offers [Project Excel](#) (Appendix 7E). Project Excel is a three-week summer intensive program assisting students with a demonstrated academic need. This program helps students entering LBC's traditional program on the main campus successfully complete a 3-credit math or English course in the weeks leading up to the start of the semester.

With the opening of the Teague Learning Commons (TLC) in 2011, our support services for underprepared students and those with special needs were able to move into a specially designed space. The Ally Center, spanning the entire fifth level of the TLC, houses Disability Services, the Writing Center, and Academic Mentoring Services which includes and the Math Lab. With the additional space, additional staffing, and additional students and locations to service, the workload for these services has increased significantly. At the time of the 2007 self-study, the Writing Center did not exist, and Disability Services and what is now called Academic Mentoring Services were combined under the direction of one full-time director. Now each of these three has its own director, plus full-time administrative support for Disability Services and Academic Mentoring Services. A description of these services can be found in [Appendix 7F](#).

In Greenbelt, our academic mentoring services include access to the Writing Lab and Tutor, providing one-on-one tutoring services weekly (by appointment), as well as seminars on Writing and Research conducted at least biannually. We also offer a biannual Math Anxiety Workshop to give prospective math students a preview/overview of the math courses taught at Greenbelt. At

this time our Greenbelt campus does not offer other tutors beyond the Writing/Research subject areas. Instead, they offer workshops and seminars. These seminars, often lead by Lancaster-site staff, help supplement the curriculum providing the additional support students need to grasp the subject matter. The associate director also provides some math tutoring to help individual students.

At our PCUTS location in Philadelphia, we have an Academic Resource Center that primarily provides writing support for students one day a week. Resource Center personnel have found that many older students who seemed to be underprepared actually have learning disabilities, self-reported and without documentation. The Resource Center needs documentation to provide accommodations, yet students are still given ideas for reading strategies, time management advice, and help at the tutoring center. In July 2016, a full-time director was hired to grow support services in Philadelphia.

In Memphis (MCUTS), there is a part-time academics coach who teaches time management and offers tutorial services. The coach is usually on campus an hour or more before classes start in order to assist students with computer and composition problems. The coach is also available by appointment. The math instructor offers a math lab to tutor struggling students concurrent with the rostered class. Our Memphis team currently plans to hire an English instructor to develop additional resources and offer workshops to students and instructors alike. MCUTS students also have access to the Writing Center at the Lancaster location through online appointments.

Online students can schedule synchronous appointments that take place using a combination of file-sharing technology in OneDrive and the telephone. We even have a box in the scheduling system specifically for online appointments.

A challenge to be addressed is sufficient staff to accommodate the growth in students served. In Lancaster, [use of the Writing Center has increased steadily](#) (Appendix 7B) from 91 students served in its launch year of 2009-10 to 380 students in 2013-14. Disability Services has seen a fluctuating number between 68 and 78 over the past three years, and Academic Mentoring Services has seen an increase from 266 students making 5,766 visits in 2012-13 to 352 students making 9,225 visits in 2014-15.

During the 2015-16 academic year, 719 students who visited the Ally Center for a total number of 8548 visits, were polled regarding their satisfaction with academic services. The students were asked to "[Rate your Visit](#)" (Appendix 7A) with 51% rating the services *Exceptional*, 21% *Helpful*, 27% *Good*, and less than 1% *Poor*.

A focus group of experienced faculty members, including two faculty members with primary responsibilities in these support services, discussed this growth and its impact on teaching. Two comments are particularly applicable to how growth is impacting the servicing of students: “. . . some of the sites LBC has taken on were already heading in the wrong direction. This issue applies to both faculty and students who may be unprepared.” Unprepared students require more remedial work and further use of the services mentioned in this section. A related commenter observed, “Departments [including AMS] now must serve seven [locations], some with the same number of staff.”

Another reality for this team is the expansion of services to AUD, seminary/graduate level students, and students who are at a distance. Since 2012, LBC maintains three additional undergraduate locations in Philadelphia, PA (fall 2012), Greenbelt, MD (spring 2013), and Memphis, TN (fall 2014). This expansion yielded varying student demographics, with differing

Basic Skills needs and levels of at-risk status. [Evidence](#) (Appendix 7G) demonstrates that our ability to serve the Basic Skills needs of our academically at-risk students has remained highly effective.

Key Strengths Noted in This Chapter

1. During the years since our last self-study, LBC has greatly enhanced its basic skills services to all students at all locations.
2. LBC has worked to maintain appropriate rigor and contact hours of our online courses, so that they are comparable to our on-campus offerings.

Suggestions Made

1. The college should consider adding professional library staff at the Greenbelt, Philadelphia, and Memphis locations as enrollment and funding allow.
2. Ally Center personnel should closely monitor and report to the Provost the increased need for their services on a yearly basis, especially at additional locations and for online students.

Recommendations for Growth and Improvement

None