

Standard II.C. Library Learning Support Services

The 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.

II.C.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.

II.C.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.

DESCRIPTIVE SUMMARY

Library Collections

Librarians consult directly with faculty in academic programs regarding the collection, new acquisitions, and needs that arise for materials to support classes. The Collection Development Policy states, "Since the primary function of the library is to serve instruction, the library encourages Citrus faculty to participate actively in support of the library and in policy making." A librarian serves on the Curriculum Committee thus providing an opportunity for assessment of library collections for support of proposed courses. The library provides a library resource profile to each academic program for their six-year program review. The librarians review all potential additions to the collection, including donations, giving priority to items providing the most relevance to the instructional programs of the college. Audiovisual materials are recommended by instructors and previewed for their value and content prior to purchase. (**IIC-1, IIC-2, IIC-3**)

The library's collection consists of approximately 53,000 print volumes, 6,000 multimedia items, 25,000 electronic books and over 40 Internet-based full text database subscriptions. The library has acquired and cataloged collections purchased by departments and by individual faculty, such as a folklore collection from a language arts instructor; an oral history collection of war experiences from a history instructor; art history slides from the Art Department; and films from the Child Development Center and makes them available and accessible to the campus. The library website features a "Recommend a Purchase" online form to encourage faculty and users. The California Community College Libraries Consortium provides the means, through systemwide agreements, to obtain subscriptions at a substantial discount for electronic books and databases of journals and journal articles in fulltext or citation only. (**IIC-11**)

Library Equipment

The library has 53 public access computers (23 in the reference area, 30 on the second floor in the audiovisual area) as well as 48 computers in the library's classroom and computer lab. A wireless network is now available in the library, which expands access for students to the library's digital resources for those who have laptop computers. The computers in the library orientation room and the computer lab are reserved for classes in those rooms. Library personal computers are maintained by the TeCS Department as part of a campuswide planning schedule, as recommended in the last self study. Prior to fall and spring semesters, the library assesses the software needed for employee, classroom and open access computers, and submits a detailed load set request to the TeCS staff. (**IIC-13**)

The library audiovisual department supports all campus classrooms with equipment needs. Audiovisual equipment is purchased and installed by the TeCS Department. Classroom equipment is scheduled and delivered to rooms daily by audiovisual staff. Equipment is maintained by audiovisual staff, who also perform an annual inventory for location and status of condition. The audiovisual department also includes several media rooms which are equipped with 13" monitors and DVD/VCR units. Tape recorders and CD players are checked out to patrons as needed. (**IIC-19**)

All of the library's functions are managed via its library automation system software, which runs on a library server. This server is maintained by a contract with the software vendor, and replaced on a regular schedule. This also complies with the recommendation in the last self study for a library plan to replace computer equipment. (**IIC-4, IIC-29**)

Learning Center

The Learning Center staff consults directly with faculty and staff in academic departments and student services regarding purchasing new materials and evaluating digital programs such as audio-lingual resources for language learning, adapted equipment or software to serve students with disabilities, or testing software or placement instruments for the various labs (the Language Lab, testing services, tutorial, and the Success Center). Computer software and equipment are also evaluated, recommended, and maintained by the Technology and Computer Services Department (TeCS) as part of a campus-wide planning schedule. The purchasing department also assists in making recommendations for products and vendors and sources the requested goods and services among historic vendors and new vendors to balance value, cost and delivery. Additionally, the library's Audio-Visual Department assists with locating products and vendors because of their expertise on ease of maintenance, delivery, and comparative costs and availability of parts.

Faculty is regularly consulted to recommend and evaluate the acquisition of materials and equipment. The Learning Center supervisor serves on a number of campus committees such as the Success Center Advisory Committee, the College Information and Technology Committee, and the Matriculation Committee and also attends a number of department meetings regularly, such as English as a Second Language (ESL) and language arts. These committees are made up of faculty, managers and staff. These committees provide the opportunity to discuss, assess and recommend equipment and materials for the Learning Center programs. Additionally, the staff and faculty in Disabled Student Programs and Services (DSP&S) are regularly involved in purchases of adapted software and equipment to accommodate students with disabilities. The Learning Center is responsive to the changing needs of curricula as well.

The Learning Center's collection of materials and holdings consists of approximately 300 print volumes and over 200 multimedia items/programs to support tutorial services, enhance learning in the Success Center, and supplement instruction in the Language Lab. The Learning Center has 69 computers designated for student use for the completion of lab requirements for languages and basic English skills courses, and for use by non-credit students (30 in the Language Lab; 22 in the Success Center; 17 in an adjacent, overflow lab). The Testing Center has 40 systems available for the testing of distance education students, make-up testing, job applicant testing, adapted testing, and placement testing. The

evaluation of the software and load sets needed for staff and lab computers is on-going and requests are submitted to TeCS as needed.

Computer Labs

There is one computer lab open to all students on campus with 60 workstations. There are four open labs for specific disciplines (health sciences, ESL & foreign languages, science and math) with a total of 169 work stations. There are two reserveable computer labs, one with 20 workstations (Hayden Hall 758) and the other (Center for Innovation 158) with 24 workstations (primarily used as a training lab for faculty). If available, the library orientation room, with 20 computers, may also be reserved. There are 17 classroom labs, one DSP&S high tech lab, and one academic skills Lab. (**IIC-21**)

TeCS meets instructor requests for the purchase and installation of computer station programs for each of the labs with a formal process and timeline. Faculty members submit purchase requests for programs or upgrades to their academic deans which are then forwarded to TeCS. These documents are updated every semester. TeCS uses an online program, Footprints, to request service on existing computers. Through this efficient system, the initiator and the TeCS staff are informed about the status of a work request. (**IIC-22, IIC-23, IIC-24, IIC-25**)

SELF EVALUATION

The college has always been committed to providing strong instructional support services and has budgeted accordingly.

Library

The library meets this standard based on data obtained from the National Center for Education Statistics (NCES). For 2006, the library's expenditure on resources is equivalent to, and even slightly higher than, that of other California community colleges with equivalent FTES. (**IIC-5**)

Approximately 41 percent of the library's collection is digital, providing 24 hour access to a diverse array of full text resources (more than 25,000 e-books and 40 fulltext journal article and reference works databases) in all academic areas to students whether on campus or off, in traditional classes or online via distance education. With the use of Blackboard for both traditional and distance education, the need for streaming media is increasing, and the library is planning to support streaming media via the Internet both technologically and as part of the electronic data to which the library subscribes. As the library is able to purchase access jointly with other California

community colleges through the California Community College Library Consortium, real cost savings are made in maintaining an up-to-date collection. **(IIC-6, IIC-30)**

The 2005 library program review recommended that reference staff increase the use of electronic resources to offset the small size of the library's print collection. The library increased its digital resources through joint purchasing with the California Community College Library Consortium. This also answered another planning agenda point that the library seek outside vendors for electronic databases to meet curriculum needs. The last self study recommended that librarians work with other faculty to maintain and replace print and non-print resources to keep the collection current. Librarians work directly with faculty to get feedback on proposed or suggested library resources, and indirectly via library resource profiles and Curriculum Committee participation. **(IIC-2, IIC-29)**

The library's audiovisual department staff should participate in the selection of classroom equipment, as they have expertise on ease of maintenance, delivery, and comparative costs and availability of parts such as projection bulbs.

Learning Center

The Learning Center exceeds the requirement of the standard. The Learning Center is highly responsive to the needs and requests for materials and equipment identified by programs, departments, and faculty to support student learning and makes purchases as requested, budget permitting, or seeks alternative funding sources. The institution is committed to regular maintenance of equipment, programs, and materials to support student success which is in keeping with the college mission for high quality instruction.

Open Computer Labs

Faculty members provide feedback on the quantity, quality, depth and variety of lab resources through the formal request process and through regular program reviews. Students provide informal feedback to lab or library personnel who then create work orders or request software changes during the semi-annual cycles. All parties have been pleased with the improved communication method for initiating and resolving work requests for staff and student machines. Prior to the winter 2009 budget cuts, the staff felt that the standard was met. We plan to monitor and minimize the effects of budget cuts on services as much as possible. **(IIC-22)**

PLANNING AGENDA

The standard is met and the college will continue efforts that support meeting the standard.

II.C.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.

DESCRIPTIVE SUMMARY

Library Reference/Information Assistance: approximately 10,000 reference questions per year: The library reference desk is staffed by librarians and senior library technicians during all the library's open hours. The reference librarians and staff are highly qualified and able to promptly assist students, faculty, and staff with professional research advice. Librarians assist users in understanding how to retrieve the most relevant and reliable materials for their needs. Friendly, unbiased, and competent assistance is provided to all patrons, regardless of their academic status. In addition, librarians receive and respond to e-mail requests via the library's webpage, and provide online chat assistance during open hours. **(IIC-6, IIC-7, IIC-11)**

Library Instruction Sessions: 269 sessions per year: Librarians encourage faculty to schedule instruction sessions by e-mailing all faculty each semester describing services available, offering Flex Day workshops on library services and resources, providing an online reservation form as well as faculty and distance education faculty guides to services on the library website, and placing announcements in the Weekly Bulletin. The library staff offer tours, raffles and other activities to make the entire college community aware of its services and collections. Instructors can schedule sessions via an online library instruction request form, by phone, or in person. **(IIC-6, IIC-7, IIC-11)**

Library instruction is taught by librarians to individuals and to classes with an emphasis on learning outcomes in information competency skills needed for research projects and papers assigned in classes. By learning how to evaluate information for authority, comprehensiveness, reliability, and accuracy, students develop these important critical thinking skills. Students learn how to find and use the complex array of resources available in an academic library. This instruction occurs formally in an information literacy class, in one-to-one sessions at the reference desk, as well as in library instruction sessions arranged by faculty for their classes. The reference li-

brarians also offer half hour research appointments. (IIC-8, IIC-9)

Online Assistance: The library continues to develop and improve its online instructional resources, and during the last two years has added the following features: new user's guide, faculty and distance education guides, library tour, online library orientation, subject guide to databases, primary sources search, research tips, subject pathfinders, and database access passwords available for download via the catalog. Subscription databases are regularly reconfigured to improve interactivity for students, adding such items as links to contact librarians, etc. The library website provides both asynchronous, e-mail-a-librarian, and synchronous, online chat with librarians assisting users. The website also has resource guides and tutorial assistance for users. (IIC-11)

Distance Education: Librarians contact distance education faculty each semester regarding the library's services and resources and instructions for creating a direct link to the library on their Blackboard course site. There is also a guide for distance education faculty on the library website. (IIC-11)

Staff Development: Instruction in the use of information resources is also available to faculty and staff individually and in workshops. Instruction sessions open to all staff and faculty have been provided on flex days. Audiovisual staff members provide training for instructors individually or through staff development activities on the use of new technology in the high-tech classrooms. Library faculty and staff participate in Flex Day events such as tutorials, workshops, open house events and tours.

Learning Center: Learning Center staff provide instruction to students in the basics of using the computer, learning programs, and Internet usage, so students understand and can access and use materials and equipment required to complete their coursework in our labs, to receive assistance through tutorial services, or to effectively complete testing.

The Learning Center serves approximately 5,000 students a year in the learning labs and gives about 15,000 tests a year through testing services.

The Learning Center staff is qualified and trained to be helpful and instructive in assisting students to understand how to use our services, programs and equipment. Orientations on how to utilize our services are mandatory for all students completing lab requirements and for those students taking the placement test. Students seeking tutorial services re-

ceive an informational sheet about the nature of tutoring, and tutors are trained to help educate tutees about the tutoring process and assist them to become independent learners.

Students surveyed indicate that staff is prompt in providing assistance and information. The services and instructions for use are regularly advertised through the web and in print throughout the college in the form of flyers, hand-outs, and at times using the electronic bulletin boards. Staff is friendly and dedicated to serving students. Staff regularly gives presentations to on and off-campus groups and classes about our services and how to use them.

The Learning Center website is regularly updated with descriptive information about our services and programs and includes information about how students can access and benefit from what is offered.

Open Computer Labs: The computer lab staff answer student questions, one-on-one, as the need arises. Formal instruction is offered through credit and non-credit courses available to all.

SELF EVALUATION

The college meets this standard. Based on surveys and data, Citrus College students have a high level of satisfaction with the library facility and its resources, the level of services they receive, and the library's website and online resources and services. Compared with other California community colleges of similar FTES, Citrus librarians provide twice the number of library instruction sessions, although relatively fewer reference transactions. (IIC-5, IIC-6, IIC-10)

The 2003 self study planning agenda recommended that library staff be encouraged to use information technology and attend staff development programs to improve their understanding and use of computer applications. Librarians and library staff have regularly attended Flex Day and other workshops, professional conferences and classes to acquire and maintain updated technology skills.

Anecdotal student comments reveal student satisfaction with one-on-one instruction in the labs.

Students who use the Learning Center's services report a very high level of satisfaction with the assistance, information, and training that are provided. Over 95 percent of the students surveyed thought that the staff was friendly and over 91 percent indicated that staff were extremely helpful and knowledgeable, followed by over 88 percent who noted that they were provided with prompt service so they did not have to wait to gain the information needed

to complete their work or use our services. Based on surveys and data collected, Citrus College students are highly satisfied with the level of quality, services and staff. The Learning Center conducts regular meetings with the staff to improve the standard of services to students.

PLANNING AGENDA

The standard is met in all areas.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services with adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY

Access to Library Collections

Campus Access

Anyone on the Citrus campus may use the library during its regular hours of operation. During the regular semesters the library is open 68 hours per week over 6 days; (Monday – Thursday 7:30 a.m. – 9:00 p.m., Friday 7:30 a.m. – 4:00 p.m. and Saturdays 9:30 a.m. – 3:00 p.m.). During the winter session the library is closed on Saturday, and in the summer the library is closed both Friday and Saturday.

The library, renovated in 2001, is Americans with Disabilities Act (ADA) compliant. Special technology and collections in alternative formats (print, multimedia, electronic) make the library collections accessible for people with special needs. The library works with DSP&S to provide equipment and software for special needs students. DSP&S has installed a specially equipped computer as well as a video-phone in the library. In addition, all multimedia purchased by the library is closed captioned to meet the needs of hearing impaired users. Closed captioning also assists ESL students.

Library computers, like all other student computers on campus, are in high demand. The new wireless network, which is accessible in parts of the library, has helped to mitigate this problem.

Online Access

The library's website is a portal to library collections and services 24 hours per day seven days per week for onsite and offsite users, including distance education students. The website allows patrons to check their library record and renew books, e-mail librarians with questions or requests, obtain online live ref-

erence assistance, recommend new acquisitions for the library, and request materials from other libraries via interlibrary loan. The website provides searchable access to the online catalog of the library's print, audiovisual, and Internet-based resources, as well as access by topic to the Internet databases of books, journal article and reference work fulltext databases, and links to freely available reference works, government sites and other resources. The library catalog and website provide different search paths to locating information online in the library's many online resources. (**IIC-11**)

The library's digital resources (e-books, electronic databases of journal articles and reference works) are available to students via the campus network connection to the Internet. When students are off campus, access to these electronic resources is accomplished via a list of logons and passwords for each resource or via the college's proxy server.

As digital resources available to users become more diverse and extensive, many libraries are implementing search portal software which enables users to search numerous resources with a single search. The library has loaded records for a large percentage of its electronic resources, including individual books, journals and reference works into the catalog, and thus provides searchable access to them as well as to print resources. In addition, a limited single search portal is available to Citrus users via EBSCO, which enables a single search of all its databases as well as of Lexis Nexis, which together comprise the majority of the online subscriptions.

Learning Center

Campus Access

The Learning Center is open an extensive number of hours and days including weekends. Students may use the Learning Center services during regular hours of operation. During the regular semester most of the Learning Center's labs are open 64 hours per week over six days with testing open an additional four hours on Saturdays (Monday – Thursday 8 a.m. – 9 p.m., Friday 8 a.m. – 4 p.m. and Saturdays 9 a.m. – 1 p.m.; Testing 8 a.m. – 4 p.m.). During the winter session the Learning Center is closed on Saturdays with the exception of the Testing Center, and in the summer, the Learning Center is closed both Friday and Saturday.

A new lab, the Success Center, was developed to provide access and support for students in a newly established lab requirement for English 40 and a new class which was added below this level, English 30. The Success Center also serves non-credit basic skills students. This lab was configured from labs

that had previously existed in the Learning Center and in the non-credit department.

To provide access to students with disabilities, the Learning Center is ADA compliant. Adapted computer technology and resources make the Learning Center services accessible for people with disabilities who require items such as large print works, works in Braille, and screen readers. The Learning Center works closely with DSP&S to provide equipment and software for students with disabilities. In addition, all multimedia purchased on campus is required to be closed-captioned to meet the needs of hearing impaired and non-native speakers of English.

Online Access

All Learning Center services are described and listed online for access to students regardless of their location. Tutorial Services offers online tutoring for the most requested subjects via synchronous and asynchronous methods. This online tutoring program was the first of its kind in the nation when it was developed.

Additionally, in our Testing Center, many instructors using our services for test proctoring send test requests via e-mail and use our online testing software (Chi Tester) to set up tests electronically for online access. The assessment placement instrument, Accuplacer, is also web-based, which allows for assessment of new students anywhere there is Internet access, such as in the local high schools. An online testing program/service, VUE is also used to serve students completing computer competency courses here and in the local community.

Open Computer Labs

The schedule of hours for all labs is updated each semester in the Lab Users Guide available to students at <http://www.citruscollege.edu/tecs/complabs/Documents/LabUsersGuide.pdf>. The lab software and services are only available during operating hours. From off campus, on Internet-connected computers, students may access the Internet, several distance education websites, as well as most of the library's electronic holdings at all hours. Students have access to wireless connectivity on campus in the campus center, the Center for Innovation and part of the library.

SELF EVALUATION

The college meets this standard. The hours of operation of the library, learning center and computer labs meet the needs of the students and staff of the college. Online access makes library and Learning Center services available from anywhere there is Internet access at almost any time.

Library

Using the Campus' proxy server, which is sometimes offline, requires students to configure their browsers and remove the configuration for each session. The college plans to install a more user-friendly student portal which should reduce this problem. If the student portal is not installed, the library plans to use a feature of its library automation system that has the means of authenticating users from the patron registration database, and acting as a portal to these online resources. This method is in use nearly universally at California community colleges and universities. In our recent survey, 89 percent of college and university libraries with the same library automation system software were using this method to authenticate users and provide access to remote resources. (**IIC-12**)

To improve online access, the college will either install a student portal or implement the feature of the library's existing automation system to authenticate students and provide better off campus access to data bases. Library staff will seek funding support from the Citrus College Foundation, the Associated Students of Citrus College (ASCC), and other potential donors to expand wireless access in the library.

A small portion of the audiovisual collection has not yet been closed captioned. As funds permit, the remaining titles will be closed captioned or replaced.

The wireless network is currently accessible only in parts of the library but this service will be expanded as money becomes available for the necessary equipment.

Learning Center

The Learning Center services are very highly used and the current facility and layout barely allow enough room for access to all who want to use services during peak times. The current configuration of the Learning Center is a confusion of carved-up rooms that do not allow for easy access and streamlined traffic flow. Additionally, all labs are filled to the corners with equipment, materials, staff and supplies. There is minimal space for group tutoring and workspace for in-service, orientations and training, and work rooms. The master plan for construction allows for a reconfiguration and some additional space for Learning Center services.

While the Learning Center's services are all listed online, the current campus web page formatting is restrictive. What was once a flagship website has been reduced to plain information in a format that is not very user-friendly and prevents easy, fluid access to needed information by students, staff, and faculty.

With the current budget predicament, hiring has been placed on hold. The Learning Center has 10 permanent staff positions, and half of those are vacant. It is difficult to provide continuity in service and to continue to operate with fluidity with a 50 percent reduction in the staffing. This will ultimately limit the access provided as hours and services will need to be reduced.

Open Computer Labs

Prior to the spring 2009 budget cuts, open hours for the computer labs were adequate for the students of the college at 202.5 hours over six days. In the spring and fall of 2008, the staff felt that the students had adequate access to computers. For the spring 2009 budget, the hours available in the same three open labs dropped to 141, a reduction of 61.5 hours, or 30 percent, primarily in the main computer lab which, currently, has more programs than the other labs. For winter and spring 2009, there is no access on Saturdays anywhere on campus. The college is currently monitoring the students' need for computer labs and is trying to minimize the effects of the reduction of computer lab hours on services. The college was able to restore 20 hours per week to the main student computer lab mid-way through the spring semester. (**IIC-21, IIC-26, IIC-27**)

In addition to open computer labs for students, the college needs computer labs that can occasionally be reserved for classes that do not have computers in their scheduled classrooms. The library continually receives requests for the use of the library orientation room from instructors who only need one or two class sessions in a room with computers. The college needs to either assign a room for this need or develop a way to coordinate the use of special purpose and classroom labs. In prior years, the first floor computer lab in the library was made available by appointment to instructors for individual class sessions. That lab has since been assigned as classroom space for the Language Arts Department.

PLANNING AGENDA

The college meets this standard.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY

The library coordinates with Campus Security and facilities to maintain a clean, safe and secure environment for emergency assistance and for lost and

found services. Security cameras monitor areas of the library at all times. Service desks are staffed during all open hours on both levels of the library. Campus emergency planning includes the library, and the library dean and staff participate in campus-wide drills and emergency response training. (**IIC-14**)

Privacy Protections

The library staff follows the tenets of the American Library Association Code of Ethics; this document is part of the collection development policy. Items II and III of the Code of Ethics are as follows: "*II. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted. III. We recognize and respect intellectual property rights.*" In addition, to preserve privacy, the library's automation system does not keep a history of materials borrowed by individuals beyond the immediate borrower of an item, and last borrower who checked it out. (**IIC-1**)

Comparative Data

Based on NCES 2006 comparison, the library has twice the average use by patrons (gate count) on a daily basis compared to other community colleges in California with similar numbers of FTES. The NCES 2006 data show that the library's budget is roughly equivalent to that of the same peers. Facilities and TeCS staff members provide regular maintenance for the library and its furnishings and equipment. (**IIC-5**)

Learning Center

The Learning Center labs, equipment, and materials are generally well-maintained. Student records are adequately secured and staff are instructed about maintaining and securing records and data. Preventative measures have been taken to restrict access to sensitive data and test information by using a new electronic test log. Necessary collected student data are kept securely for five years, per regulations for collecting apportionment, and all sensitive documents and data are appropriately destroyed. Additionally, the center's supervisor has been designated and trained as an emergency information officer for the campus in the event of a disaster.

Open Computer Labs

All labs are monitored by faculty or classified staff during operating hours and are secured and alarmed when closed. The campus security department, in conjunction with the facilities department, has protocols in place for entering and re-securing computing labs to maintain their physical security. Firewalls are in place and servers are routinely backed-up. TeCS staff members are on-call around the clock in the event of a system interruption or failure. Virus scans

are routine and software is maintained to current versions.

SELF EVALUATION

The college meets this standard.

The library facility is well maintained and safe. Unfortunately, six auxiliary exits from the library are not alarmed during its hours of operation, endangering the safety of the library collection. The library staff knows of no other comparable library with such lax security.

Facilities staff is responsive and prompt in completing work requests for the Learning Center. TeCS is limited in its ability to respond to requests for service as they lack enough aides to complete this work.

The computer labs are well maintained and safe.

PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

II.C.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 the services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

Interlibrary loan is a national lending system through which library users may order books from other libraries in the United States. The Citrus College library offers interlibrary loan service to students and employees of the college. (**IIC-15, IIC-17**)

Citrus students have access to the collections of other libraries through the Inland Empire Academic Library Consortium. This is a reciprocal lending agreement among several academic libraries to share resources, which enables students to travel to other campuses to borrow materials. (**IIC-16**)

As has been noted above, the Citrus library is a member of the California Community College Libraries Consortium, which enables the joint purchasing of digital resources at greatly reduced costs. (**IIC-30**)

The Learning Center's Testing Center has purchased and contracted with the College Board to provide their online placement instrument, Accuplacer. Units are regularly purchased to ensure adequate availability of the assessment measure. The instrument is highly utilized; between 4,000 and 6,000 students are assessed each year. Assessment is given during regular hours of operation and also off-site to local high school students. The administration of Accuplacer is in accordance with the required regulations of the agreement.

Also, the Testing Center offers testing for Microsoft competency as the end product for students in certain engineering courses through Pearson VUE, an online service. This obligates the college to maintain services according to an agreement to act as a certified testing site. This testing is offered to students in the classes during finals week by their professors. Testing is available to the community on Monday and Wednesday nights from 4 p.m. – 9 p.m., as required by our agreement with Pearson-VUE.

The college contracts for several online services, such as Blackboard (three year contract), Turnitin.com (annual July 1-June 30), Aleks (one-time site license), ICubed (music), Impatica, etc. This past year a campus-wide committee of Blackboard users compared similar programs and selected to stay with Blackboard. All contracts are evaluated before renewing. Citrus College is a member of the Foundation for Community College Microsoft Campus Agreement. Both staff and students are eligible to purchase Microsoft products at a discount. This includes current versions of Microsoft Office and Windows for either Mac or PC. (**IIC-28**)

SELF EVALUATION

The college meets this standard.

Library

There is a formal agreement between Citrus College and Online Computer Library Center, Incorporated (OCLC). OCLC is the organization that makes the interlibrary loan service possible. Interlibrary loan service is easily accessible and utilized through the online interlibrary loan form posted on the library's home page. Monthly statistics of the interlibrary loan requests show the performance of this service and help in evaluating this service on a regular basis. The library takes the responsibility to continue its agreement with OCLC each year, thereby assuring the reliability of the service to the college. Citrus library also has a formal membership in the Inland Empire Academic Library Consortium (IEALC), so students can borrow books directly from other member libraries. A librarian participates in IEALC meetings. The library is also a participant in the California Com-

munity College Libraries Consortium through which vendors and electronic resources are researched, evaluated and joint purchasing agreements developed. (**IIC-15, IIC-16**)

Learning Center

The products and services that the Learning Center uses, which require agreements, are adequate, accessible and utilized. The performance of Accuplacer is regularly discussed and evaluated per Matriculation Regulations through the Matriculation Committee, the make-up of which includes deans, discipline-specific faculty, and counselors. The performance is also discussed with staff from Accuplacer through regular listserv communication, and by testing staff regularly attending and presenting at Accuplacer trainings and conferences.

VUE testing is evaluated by the faculty who teach the courses for which certification is offered.

Computer Labs

TeCS meets the requirements of having clearly defined contracts.

PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

II.C.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.

DESCRIPTIVE SUMMARY

Student learning outcomes (SLOs) have been developed for the library program. The library program review committee reviewed American Library Association standards and learning outcomes, and obtained student learning outcomes used by other community college libraries to compare with those proposed for the library services program. (**IIC-18**)

Library Program SLOs

Communication (personal expression and information acquisition)

- Library users can identify and describe their information needs through a reference interview, in order to promote lifelong learning.

Creative, Critical, and Analytical Thinking

- Library users develop a productive strategy to complete a research assignment by utilizing library collections and search tools to facilitate research.
- Library users demonstrate knowledge of services available in the library (reserve desk, audiovisual desk, interlibrary loan, borrowing materials, and reference assistance) in order to facilitate student learning.
- Library users will utilize the library's virtual and physical resources such as computers, study areas, group study rooms, website, catalog, and other electronic, print and AV sources, to facilitate study and research.
- Library users will demonstrate information literacy through classroom library instruction sessions, in one-on-one direct encounters at the reference desk, or by taking the Library Technology 100 Information Literacy course so that, as they progress through their college courses and through life, they will enjoy an informed, computer-literate life.

Community/Global Consciousness and Responsibility

- Library users will demonstrate courteous behavior, use library materials in a responsible manner, and distinguish between ethical and unethical uses of information.

Technology/information competency

- Students will demonstrate that they can use the Online Public Access Catalog (OPAC) to locate library materials, after instruction at the reference desk or in class sessions, in order to promote lifelong effective use of libraries.

Discipline/subject Area Specific Content Material – Project

- Library users will be able to find books in the Dewey Decimal arrangement, after instruction at the reference desk or in class sessions, and retrieve them from the shelves accurately, in order to promote lifelong effective use of libraries.

Assessment of SLOs

Student learning outcomes are assessed by the use of surveys/assessments. (**IIC-10**)

- a. 2008 Student post-library instruction feedback survey (477 students achieved an average 60 percent on tested library skills).
- b. 2007/08 Student library instruction evaluation survey (1,321 students responded. Of those, 88 percent felt the instruction helped them

- select databases; 78 percent felt it helped them improve their search strategy; 55 percent agreed that it helped them to find criticism for a literary criticism assignment; overall 94 percent felt more comfortable about the library and staff.)
- c. 2008 Instructor feedback on library instruction survey (20 instructors responded. Of those 90 percent felt the instruction assisted students in selecting and searching in article databases; and instructors were evenly divided over whether becoming more familiar with the library via the instruction session or getting their feet wet in searching for pertinent materials was more important).
 - d. 2008 Library survey (202 responses; 58 percent of students felt the library staff treats them well; 57 percent say the library helps them with their schoolwork)
 - e. Online 2008 Library computer usage survey (342 responses; 56 percent say they are in the library to use the computers; 44 percent say they are searching library databases; 66 percent are doing e-mail as well; and by a large percentage nearly all users claim to be using Internet resources (both library and non-library) to find information related to their class work and assignments. Most expressed general satisfaction with the library's website.) **(IIC-10)**

Improvement of Outcomes

Survey/assessment information helps to identify areas where SLOs are not being fully met, and what measures can be taken to meet them. These may include restructuring library instruction sessions, improving the library website, and improving communication with faculty and students. Students evaluate instruction sessions via an online survey, and faculty also provide feedback via an online form regarding the instruction sessions. The online student survey was been amended to include questions testing the students' ability to find information resources based on their library instruction session, and to assess information competency skills. The library has performed two other random surveys to assess general levels of satisfaction and determine areas that need improvement. **(IIC-10)**

When the student library instruction evaluation was changed to include test questions based on the instruction, students were retaining less instruction than expected, which resulted in changes to the library instruction session to improve retention. The library instruction student feedback survey now includes questions which test critical thinking skills and problem solving which allows students to evaluate information resources in order to determine reliability, cur-

rency, authority, and comprehensiveness. Faculty provide feedback on library instruction sessions for their classes which also helps indirectly assess SLOs.

Indirect Assessment

The library provides academic and student services programs with profiles of library resources and services relevant to their programs for program review, which provides the opportunity for evaluative feedback from the programs to the library. Librarians serve on the Curriculum Committee and Academic Senate, which also provides opportunities for feedback.

(IIC-2, IIC-3)

Comparative Data

NCES 2006 data indicate that the library, with a smaller number of professional library faculty than other California community colleges of equivalent size (.39 per FTES as opposed to .55 per FTES), is providing more than twice the number of library instruction sessions than the average (281 compared to an average of 115).

Compared to California community colleges of equivalent size, the library has 36 percent of the average for reference assistance interactions. In a nationwide comparison with community colleges of similar size, our reference assistance shrinks to 25 percent of the average at other libraries. It may be that the large number of instruction sessions at Citrus affects the instances of students seeking reference assistance. In addition, the comparisons should be viewed with caution, as it is not certain whether libraries are reporting both directional assistance and reference assistance interactions as a combined number, or separating them, as Citrus has done.

(IIC-5)

Learning Center

Program outcomes have been developed for the Learning Center services. The Learning Center is in the process of refining and evaluating the outcomes.

Learning Center Program Outcomes

Provide students instructional support services and resources in a friendly and helpful manner.

Language Lab

Students who complete course-assigned language lab activities will enhance their knowledge and language skill.

Testing Center Services

Regular users of testing services will receive timely and accurate evaluation in the form of testing and assessment of knowledge and skills and level of preparation.

Tutorial Services

Students who regularly use tutorial services will evidence independent learner traits through applied study skills.

Success Centers

Students receive instructional support for basic skills classes to enhance the learning experience and provide opportunity for students to complete these classes successfully.

Assessment of Outcomes

Outcomes are assessed through evaluation of student survey; instructor survey; staff reporting; and data logged regarding successful completion of testing. Survey/assessment information helps to identify areas where program outcomes are not being fully met, and what measures can be taken to meet them such as to restructure instruction support offerings, improve the publication and distribution of information about our services, and improve communication with faculty and students. Students evaluate instructional support labs via survey, and faculty also provides feedback via meetings and periodic surveys. The student survey is distributed in the Learning Center labs periodically and asks about experience with staff and services. Students in the English 30 and 40 classes were surveyed in fall 2008 specifically about their experiences with using the Success Center in regards to lab hour commitment and lab offerings. Faculty members have been surveyed by e-mail about their experiences with the Learning Center staff and services. Students who receive tutorial services are also specifically asked about their experiences with tutoring and the tutors.

SELF EVALUATION

The college meets this standard.

Library

The library does an impressive job providing information competency instruction to Citrus students. It also provides two information competency guides on its website, one for English 101 and a generalized guide. The library has a smaller full-time faculty than most other California community colleges of equivalent size. As a result, the number of hours available for librarians to act as liaisons with academic programs and with distance education faculty is limited. The library's relatively reduced numbers of reference interactions can be attributed in part to lessened contact and collaboration with faculty in developing library resources and services to the programs due to the small full-time

faculty.

In the last self study, it was recommended that the library subcommittee develop a plan for an overall periodic review of library and media services campus-wide. The library program review committee has met regularly for the last year to review library and media services. (**IIC-20**)

The library has completed the first assessment of its student learning outcomes in the areas of creative, critical and analytical thinking; information competency; and discipline subject area specific. The staff concluded that the survey instrument needed to be altered to better evaluate the students' retention of information. For winter 2009, the instrument was expanded to include questions which test critical thinking skills and problem solving to evaluate information resources in order to determine reliability, currency, authority, and comprehensiveness.

Learning Center

The Learning Center surveys students regarding services. Students rate staff as helpful, prompt and knowledgeable and are satisfied with services provided. The few comments or suggestions are considered and changes made accordingly if possible. Of those surveyed, 95 percent of students indicate that the staff is friendly; 88 percent indicate that they receive prompt services; 91 percent indicate that the staff is helpful and 91 percent indicate that the staff is knowledgeable. College faculty and staff surveyed are extremely satisfied with our services and staff.

The more meaningful information about meeting student learning outcomes and identifying student needs happens through formal and informal conversations between professionals on-campus. These conversations are more valuable and productive than surveying in determining current and future services. It is a hallmark of the Learning Center to use innovative thinking and quick adaptation to emerging trends in the population served and to identify the changing needs of the campus community.

Computer Labs

The computer labs have not yet completed student learning outcomes.

PLANNING AGENDA

The standard is met.

IIC EVIDENCE

- IIC-1 Library Collection Development Policy
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-2 Curriculum Committee Members
<http://www.citruscollege.edu/curriculum/Pages/CurriculumCommitteeMembers.aspx>
- IIC-3 Program Review Profiles
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-4 Innovative Contract
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-5 NCES Budget Comparison
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-6 Library Cumulative Data
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-7 Library Research Tips
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-8 English 101 Library Instruction
<http://www.citruscollege.edu/library/Pages/English101.aspx>
- IIC-9 Library Instruction Handouts
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-10 Library Surveys/Feedback Forms
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-11 Library Website, Including Library Catalog, Online Forms, Virtual Library Tour
<http://www.citruscollege.edu/library>
- IIC-12 Survey Use of WAM 2008
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-13 Library Load Set Requested, Spring 2009
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-14 Disaster and Emergency Preparedness
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-15 Online Computer Library Center (OCLC) Formal Interlibrary Loan Agreement
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-16 The Inland Empire Academic Libraries Cooperative (IEALC) Membership
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-17 ALA Standards for Libraries in Higher Education
<http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm>
- IIC-18 Library Program Review March 3 2009 draft
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-19 Library Technology Plans
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-20 Library Committee Minutes 08-09
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-21 Computer Labs Spring 2009 Session Users Guide
<http://www.citruscollege.edu/tecs/complabs/Documents/LabUsersGuide.pdf>
- IIC-22 Instructional Lab Preparation Schedules 2009
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-23 Citrus College Lab Software Adoption Request
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-24 Computer Lab Software Installations "LabLoadsSU08"
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-25 TeCS Work Order System, Footprints
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-26 Computer Lab Hours Map Spring 2009
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-27 Computer Lab Hours Map Spring 2008
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-28 Foundation for California Community Colleges. Welcome to CollegeBuys
<http://www.foundationccc.org/Default.aspx?tabid=138>
- IIC-29 Program Review Library, 2005 Draft
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-30 Community College Library Consortium
<http://www.cclibraries.org>