Standard II: Student Learning Programs and Services

II.C. Library and Learning Support Services

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 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.

Evidence of Meeting the Standard
The College provides sufficient library and other learning support services for students to support instructional programs and intellectual, aesthetic, and cultural activities. These include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. Library and Learning Center support services are provided to all students regardless of location or means of delivery.

The Hayden Memorial Library meets student learning needs based on information provided to librarians through several mechanisms. Instructional faculty inform librarians about student learning needs prior to library instruction sessions, through current course assignments, via syllabi, through the recommend a purchase[1] link on the library website, as well as in person. Between 2012 and 2014, 49 faculty members and 15 students made recommendations of items[2] that were purchased and added to the library collection. Librarians obtain feedback from faculty regarding student learning needs through program review and division meetings. Librarians attend division and program meetings and gather survey data from faculty when key decisions are being made regarding library resources in that area. For example, in December 2013, librarians attended a Language Arts Division meeting to introduce a survey[3] regarding the possible removal of literature-related print periodicals. Faculty feedback from the meeting resulted in the removal of items[4] from the periodical collection. These items were replaced with new materials deemed necessary for student success. As a result, library staff members were able to make more space for additional quiet study areas, one of the main reasons[5] students visit the library. In

September, 2013, librarians attended [another division meeting](#)[6] to promote the use of new library resources and gather feedback about collection development in that area Library staff regularly [convey to faculty](#)[7] information about updates to learning resources for students.

Faculty who schedule library instruction sessions communicate information about student needs to the library staff through email, phone, face-to-face conversations, or the online [request library instruction](#)[8] form. During the 2013-2014 academic year, librarians provided 269 class [instruction sessions](#)[9] to students. This information includes sharing of syllabi, specific assignments, and lists of recommended or required readings outside of textbooks. Faculty and staff communicate with library staff about textbook adoptions for recurring and new courses for [the reserve textbook collection](#)[10]. In addition, all full-time and adjunct librarians are assigned to collection development activities based upon their formal education, training, work experiences, or personal knowledge and interests. As [library liaisons](#)[11] to designated academic programs, librarians work with faculty to suggest resources and lists of materials for purchase. Additionally, a librarian serves on the [Program Review Committee](#)[12], thus ensuring the library is involved with the program review process, which communicates academic needs to the library staff.

Librarians are assigned to specific program areas to function as liaisons in developing areas of the library collection needed for individual disciplines. Additionally, a librarian is assigned as a representative to the Curriculum Committee, allowing a direct link between the curriculum process and the services provided by the Hayden Memorial Library. Members are listed on

page four of the [Curriculum Handbook 2014-2015](#)[13]. The library representative has the opportunity to comment on courses, degrees, certificates, new proposals, and course modifications [via CurricUNET](#)[14] and makes recommendations regarding the inclusion of library and learning resources, including those for distance education courses.

The institution assesses the effectiveness of the library collection in terms of quantity, quality, depth, and variety on a regular basis. The Title 5 [Tables for Minimum Standards for Libraries and Media Centers](#)[15] (§ 58724) provides information originating from the American Library Association and the Association of College and Research Libraries regarding the minimum number of faculty librarians and support staff as well as the quantity of material that should be contained within library collections. Annually, librarians compare the College's collection with that of the table, and the Hayden Memorial Library generally exceeds the recommended number of volumes (60,000 on shelf). As of [June 2013](#)[16] the library collection included 79,089 volumes.

Additional evaluation of the College collection originates from the [Year Five Self Evaluation Summary](#)[17] in the [program review cycle](#)[18]. This document provides the opportunity for the librarians to review the resources provided by the Hayden Memorial Library and compare them to current needs. Additionally, librarians create individual reports for program reviews. This allows them to assess whether or not the library is meeting the needs of students within individual programs. For example, the [Vocational Nursing Program Review Library Report](#)[19] illustrates the format and age of the collection in nursing-related areas. In

March 2013, the library acquired the online edition of [Resources for College Libraries](20), which provides librarians the opportunity to locate and evaluate the core list of recommended print and electronic titles. Additionally, the librarians use the Hayden Memorial Library [collection development policy](21), which provides information regarding the breadth, depth, and quality of the library collection. This policy is an internal library document designed using guidelines from the [American Library Association Workbook for Selection Policy Writing](22) that is developed and reviewed regularly by librarians and library staff. Additionally, the librarians use the [Association of College and Research Libraries Standards for Libraries and Higher Education](23) as a tool to determine the level of quality of the Hayden Memorial Library collection.

Faculty and student surveys, originating from both traditional and distance education courses, as well as interlibrary loan requests, provide feedback regarding the quality, depth, variety, and assessment of library resources. Library staff administer [surveys](24) biannually in October and April. In general, students and faculty report a high level of satisfaction with the library collection and information resources. In [2013 and 2014](25), on average, 73 percent were very satisfied, and 26 percent were somewhat satisfied.Survey responses in 2013 indicate that library materials meet student learning needs. Survey results from the [Community College Survey of Student Engagement](26) (questions 13 and 14) indicate students agree that the library provides adequate online resources that students can use to help with their coursework. During the 2012-2013 school year, library staff members filled 121 [interlibrary loan requests](27) received from other libraries or

providers for Citrus College students, staff, and faculty. Librarians are quick to add items recommended by faculty supporting study of specialized topics. As an example, the library recently added new resources on authors Flannery O'Connor and Dorothy Parker in response to faculty syllabi for sections of [English 103](28).

The [collection development policy](29) provides guidelines (page four) for material selection and functions to evaluate the quality of the collection. During program reviews and accreditation evaluation, the library staff members construct a report to evaluate the depth and variety of formats of library resources. One example of this report is the [vocational nursing program review](30) library report from spring 2013. In order to assess achievement of student learning outcomes, the library uses [annual usage statistics](31) from database vendors, feedback from biannual student and staff surveys, and informal student feedback after research assignments. For example, as of [June 2013](32), the number of full-text article requests from online databases reached 189,619, and the number of regular searches was 1,180,353. The desirable [level of collecting](33) for each subject area is established during the [program review](34) process, which is also used to meet student needs through equipment requests and the budget and planning cycle. To ensure comparable services to distance education students and students at off-site locations, the library provides access to electronic resources from both on and off campus, and library instruction is available and coordinated with instructional faculty. As of [June 2013](35), of the 79,089 volumes the library owns, 29 percent of those volumes are in an electronic eBook format that can be accessed through the EBSCO eBook Collection. Additional support for both traditional and distance education faculty

and students is provided by the streaming video collection, which includes over 19,000 closed-captioned titles and has been available from the library's website since 2012. All of the Hayden Memorial Library's electronic collections are purchased as annual subscriptions and are regularly evaluated by the librarians who solicit faculty input.

Additional evaluation of the resources and services provided by the Hayden Memorial Library stem from an assessment of its student learning outcomes[36], which are based on the ACRL information literacy competency standards for higher education. The library gathers data from users annually to assess how students use the library's virtual and physical resources and whether or not the resources are adequate for their learning needs. Library instruction sessions provide an opportunity for librarians to teach information competency skills to students. Other statistics regarding usage and instruction are reported to ACRL in the annual report.

According to daily statistics through June 2013, 320,006 patrons used the library that year, which amounted to 1,306 per day. For one week each fall and spring, statistics are gathered hourly to track facility usage and reference questions. This information assists in scheduling decisions aimed at meeting student needs. Librarians administer online surveys[37] that allow students to provide feedback about library services and resources including library instruction. During library instruction sessions, librarians teach students how to evaluate information and its sources critically and effectively incorporate it into their research assignments. Librarians instruct students about plagiarism and using information ethically and legally. The online surveys ask students to assess how

effective the library instruction sessions are in helping them to reach the library's student learning outcomes. In 2013[38], more than 83 percent of students felt that the sessions were "somewhat effective" or "very effective" in enhancing student achievement.

The library provides data for the ACRL's annual report[39]. These data provide a snapshot of usage including how many books circulated, how many searches were conducted from electronic databases, how many students attended library instruction sessions and how many reference transactions occurred. Since 2009, overall book circulation, excluding reserve textbooks, decreased by 7 percent, whereas the electronic database[40] full-test retrievals increased by 21 percent. These data demonstrate the growing reliance students have on online resources. The surveys from 2013 and 2014[41] reflect the same trend; students state that accessing journal and encyclopedia articles through online databases is "very helpful" and has the highest potential value in helping them complete coursework.

Reference staff assist students in determining the nature and extent of needed information and answer approximately 9,000 reference questions per year. Library reference transactions[42] fluctuate over the years based on enrollment, but have increased overall, especially with the addition of virtual reference services[43] like online chat, text messaging, and the library's social media presence. These online services also allow the library to provide enhanced services for both traditional and distance education students.

Additional learning support services originate from the Learning Center[44], which offers tutoring services[45] to all enrolled

students and includes a specialized writing support center called The Writing Café[46]. The Learning Center ensures quality of services and regularly assesses student learning outcomes as well as the quantity, currency, depth, and variety of its services through the program review[47] process. Examples of assessments include analysis of Writing Café usage by English 103 students. These analyses provide the Learning Center the opportunity to evaluate its effectiveness in enhancing student success. English 103 students using the Writing Café in spring 2013 experienced a success rate[48] of 79 percent; those who did not use these services experienced a lower success rate of 70 percent (Bridges to Success and College Success Video[49]). Learning Center staff members regularly consult with program-specific faculty and staff as well as student services regarding purchase of new materials, including testing software, hardware and software that enhance adaptability, or materials used for placement. Learning Center staff work closely with other campus departments, specifically Technology and Computer Services (TeCS) and purchasing to ensure that new materials selected are a good value, high quality, and will be maintained to ensure their long-term use.

The supervisor of the Learning Center serves on participatory governance committees, such as the Student Success and Support Program[50] Committee and the College Success[51] Advisory Committee. The supervisor also attends College Information and Technology Committee[52] and department meetings with Disabled Students Programs and Services, distance education, language arts, and English as a second language as needed. These committees are made up of faculty, managers, and staff and provide opportunities for dialogue about potential

equipment and service purchases. Faculty and staff from Disabled Students Programs and Services meet with Learning Center staff to discuss potential software and equipment purchases focused on the support of students with disabilities. The Learning Center staff work closely with the dean of social and behavioral sciences, the distance education faculty, and the distance education coordinator to ensure that all services Citrus College provides to the face-to-face population are also provided to online students.

Citrus College provides comparable services to both traditional and distance education students. The institution provides information for all distance education students on the distance education website[53]. Both traditional and distance education students have access to the library homepage, online databases, and research guides. Popular research guides[54] are listed on the library website and receive thousands of visits per year. One of the most popular guides for the English 101 course has been accessed over 19,000 times this year alone. Librarians have developed many online course-specific research guides[55] that can be posted to instructor Blackboard courses and the chat and text messaging feature[56] of the Hayden Memorial Library. Off-site students with specific questions often use the website. Since 2010, reference desk staff members have answered over 700 questions via online chat. Since 2012, 70 text messages[57] have answered student reference questions. Additionally, the librarians offer library instruction sessions[58] to distance education students[59] using CCC Confer, and the library maintains social media presence via Facebook[60], providing library and campus-related information to traditional and online students as well as members of the public. Additional services for distance education

students include online tutoring in the STEM Center[61]. Online tutoring is also available for math, biology, and English in the Learning Center[62].

Testing Center protocols[63] allow distance education students to take proctored exams in the Testing Center, and the College provides multiple open computer laboratories, with adaptive technology[64] for both traditional and distance education students. Links to the Hayden Memorial Library and other student support services are included on the template shell for all courses on Blackboard.

The Learning Center[65] has several computer labs to support students including the main computer lab in IS 107 with 61 computers, three printers, and a scanner, and the Testing Center[66] with 38 dedicated computer stations and three additional rooms each equipped with testing stations to meet the accommodations of Disabled Students Program and Services (DSPS) students. The College Success Center[67] features 17 computer stations to serve English 098 and ESL students who need to complete their required lab hours. These computers also assist students using the Writing Café[68] and students attending workshops. In addition, Tutorial Services[69] provides ten computer stations to assist students. The Learning Center supervisor and staff members continually communicate with instructional and counseling faculty regarding software needs to support these practices through participation in governance committees, such as the Student Success and Support Program Committee, the College Success Advisory Committee, the College Information and Technology Committee, as well as department meetings with DSPS, distance education, language arts, and English as a second language.

The College hosts two open computer labs[70] for student use, including one large lab in the Information Systems building, room 107 that is open to all enrolled students. The lab includes 61 computers, including two workstations for students with disabilities. An additional 39-station computer lab is available in the Library Orientation Room (LI 118), which is open to students when not in use for library instruction. An additional 60 virtual computer workstations are available for student use during hours the library is open. All virtual computers have specific adaptive software programs allowing students with disabilities to meet their educational goals. The library has three additional disabled-access-specific computer workstations, and DSPS has 12. Library accessibility and adaptive technology[71] information is available on the library website.

The computing environment in the Citrus College library is built using virtual computing technology. This technology allows the TeCS staff to maintain software security and currency without working on each individual computer. The infrastructure for the technology uses VMWare ESX software to provide a flexible environment where the end user terminals can run up-to-date operating systems and software. Currently, the library uses Windows 7 operating system with Microsoft Office 2010 along with other programs that are used throughout the College. The desktop operating systems will be upgraded to Windows 8 with Microsoft Office 2013 in the near future. Additionally, faculty may reserve an instructional computer lab housing 24 workstations in the Center for Innovation Building on an as-needed basis. Faculty

members use this lab primarily for technology training.

The College meets the Standard.

Analysis and Evaluation
The College provides sufficient library and other learning support services for students to support instructional programs and intellectual, aesthetic, and cultural activities. Library and other learning support activities are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

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.

Evidence of Meeting the Standard
Citrus College has established information competency as one of its core competencies[72] and provides ongoing instruction for users of the library and other learning support services so that students are able to develop skills in information competency. The librarians provide information to faculty[73] regarding the role librarians play in helping students develop these skills. Information competency skills are also included as student learning outcomes in the library's annual program review[74]. Librarians adhere to delivering the following information competencies[75] during library instruction sessions and during interactions with students at the reference desk. These competencies are directly aligned with ACRL's information literacy competency standards for higher education[76].

The information competent student:
  a. determines the nature and extent of the information needed;
  b. accesses needed information effectively and efficiently;
  c. evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system;
  d. individually or as a member of a group, uses information effectively to accomplish a specific purpose; and
  e. understands many of the economic, legal, and social issues surrounding the use of information; and accesses and uses information ethically and legally.

During the 2013-2014 academic year, librarians provided 269 class instruction sessions to students. Over the past five years[77], an average of over 6,100 students per year attended these. Library personnel assess this formation of competencies through informal learning exercises during instruction sessions. Students have hands-on opportunities to demonstrate that they clearly understand database retrieval techniques. These instruction sessions provide students with skills in retrieving and evaluating information and applying the information in support of assigned topics of study. Librarians engage students individually to make sure each student has successfully navigated the database and retrieved pertinent information. The last three library surveys showed more than 87 percent of students felt that the library instruction sessions were effective in enhancing student achievement. Over 90 online research guides[78] are accessible to all students, including those in distance education, from the library website and are used as tools to assist students in developing these skills. The English 101[79] research guide is one of the most popular and received over 20,000 views in 2014[80].

Librarians use these guides during class instruction sessions to assist distance education students and via online reference transactions like text and chat[81].

Librarians also teach these competencies at the reference desk while conducting reference interviews with students to determine the nature of the information needed. At the reference desk, librarians and other library staff consider each question an opportunity to improve the student's information competency skills. Librarians assist students in identifying appropriate sources, provide instruction in the use of databases, help students evaluate resources, and instruct students in correct source citation using the Guidelines for Behavioral Performance of Reference and Information Service Providers[82] provided by the Reference and User Services Association. These guidelines help librarians to provide in-person and remote services for distance education or other off-campus students. Between 2010 and 2013[83], reference staff answered an average of about 9,000 questions per year.

Several mechanisms are in place to help support distance education students. Librarians record lecture capture library instruction sessions that can be posted to Blackboard or online. Lecture capture is a method in which a live lecture or presentation is captured in a video format. This footage often includes digital content from a computer presentation used by the instructor during the lecture. Lecture captures include closed captioned text and are accessed by students digitally.

Lecture capture sessions are recorded in the Center for Innovation computer lab. Some distance education students come to the library for on-site library instruction, while others participate using CCC Confer[84], a

project provided by the California Community Colleges Chancellor's Office. Archived session recordings[85] are available via the CCC Confer website.

Some distance education students come to the library for on-site library instruction, while others participate using CCC Confer[86], a project provided by the California Community College's Chancelor's Office. For example, a librarian began conducting online instruction sessions using CCC Confer in spring 2014, and they were well received by students and faculty. Students attending were able to ask questions and those not attending were able to view the recording afterwards. Online research guides[87] are available from on or offsite. These include instruction for information competency skills. Online reference services are provided during business hours via online chat and text messaging[88] with librarians and library staff. All distance education students have access to library staff via email and phone during business hours. Online tutorials[89] are available on the library website for any students needing guidance regarding how to navigate the library's subscription databases.

In addition, instructors assess information-competency-related student learning outcomes that are included in their course outlines, and faculty reflect on learning outcomes assessment in their professional development reports. Faculty evaluation processes assess effectiveness in teaching information competency. They also specifically address their own performance when completing their professional growth form. In these forms for full-time faculty[90] and adjunct instructors[91], faculty have an opportunity to reflect on and discuss areas of improvement.

The Learning Center staff members are qualified and trained to support students with instruction on basic computing practices including using the internet effectively and using testing hardware and software. Senior staff, the Disabled Students Programs and Services alternative media specialist, and staff from Technology and Computer Services provide training when needed. Computers with Job Access with Speech (JAWS) screen reader text-to-speech software for visually impaired students are located in both the library and the main computer labs. Mandatory orientation enables students to learn about the various services provided by the Hayden Memorial Library and the learning center. Both the library[92] and learning center[93] maintain accurate websites with instructions about what services are provided and how to take advantage of them.

The College meets the Standard.

Analysis and Evaluation
Based upon program review, student learning outcomes assessment, and faculty and student surveys, the College provides ongoing instruction for users of the library and other learning support services so that students are able to develop skills in information competency.

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

Evidence of Meeting the Standard
Citrus College provides students and personnel adequate access to the library and other learning support services, regardless

of location or means of delivery. The library is generally open a total of 56 hours per week during the fall and spring semesters. Library hours[94] for primary terms are   Monday-Thursday, 7:30 a.m. to 7:30 p.m., and Fridays 8 a.m. to 4 p.m. The library remains open until 9 p.m. the week before finals in response to student requests on the 2014 surveys[95], where 56 percent of students stated they would rather have the library open longer hours during the week than on Saturdays. For primary terms, hours of operation for the computer lab in IS 107 are Monday-Thursday. 9 a.m. to 3 p.m., and the Testing Center is open from 9 a.m. to 6 p.m. on Monday and Wednesday, and from 9 a.m. to 8 p.m. on Tuesday and Thursday. An additional open hour from 8 a.m. to 9 a.m. Monday through Thursday provides access and service for instructors as well as for students taking adapted exams. Hours for tutorial services include Monday and Wednesday from 9 a.m. to 6 p.m., Tuesday and Thursday from 9 a.m. to 7 p.m., and Friday from 9 a.m. to 2 p.m. Hours of operation for the Writing Café are Monday through Thursday from 9 a.m. to 6 p.m. and Friday from 10 a.m. to 2 p.m.

Electronic resources are available 24 hours a day, seven days a week through the library webpage for both credit and noncredit students. These resources include the main website, online catalog, research guides, subject links, access to over 22,000 eBooks[96], and password-protected electronic databases including Films on Demand, a collection including over 19,000 closed-captioned streaming videos. All the databases[97] to which the library subscribes are accessible to users with disabilities as required by state and federal law. Patrons can electronically check their library record[98], access databases[99], obtain online live reference assistance[100] (during open hours), request

items[101], and search the library catalog[102] and other resources for information. In fall 2014, Citrus College launched new software called EZProzy/Shiboleth, which allows students to use one common login to access online resources from off campus.

In order to support instructional programs equally, the Hayden Memorial Library provides a variety of print, electronic, audio, and video resources, including a variety of methods to contact reference staff such as phone, email, instant messaging, and texting. In spring 2014, the library added three adjustable computer workstations on the first floor, two of which are equipped with scanners compatible with Kurzweil 3000, as well as a wheelchair-accessible online catalog workstation and copy machine. Additionally, the library offers a videophone[103] on the first floor for use by hearing-impaired students. Special borrowers, including community members, Inland Empire Academic Library Cooperative members[104], Citrus College alumni, and high school students may apply for a library card[105] and can use the services provided by the Hayden Memorial Library.

The College meets the Standard.

Analysis and Evaluation
Citrus College provides students and personnel adequate access to the library and other learning support services, regardless of location or means of delivery. On-campus access to resources is available Monday through Friday, while electronic access to databases and services available on the Hayden Memorial Library is available 24 hours per day, seven days a week.

Actionable Improvement Plan
In order to ensure excellence in library services and access to these services, the Hayden Memorial Library will continue to identify and address the changing demand for services. (II.C.1.c)

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

Evidence of Meeting the Standard
Citrus College provides effective maintenance and security for its library and other learning support services. New library security gates, a sensitizer/desensitizer unit, and a digital video surveillance system were installed in spring 2013. The library has one single, secure entrance that is safeguarded with locks and a fully functional alarm system. Additionally, the institution provides 24-hour security service for all campus buildings and employs a designated administrator on duty from 4:30 p.m. to 10 p.m. on weekdays, and from 8:30 a.m. to 4:30 p.m. on Saturdays.

The library has appointed an emergency information officer[106] who ensure the safety, health, and condition of students, faculty, staff, and visitors in and around the Hayden Memorial Library. Library personnel participated in a safety workshop[107] offered by Campus Safety staff in April 2014, and a mental health first aid two-day course[108] offered by the Los Angeles County Department of Mental Health in August 2014.

To ensure computer security, procedures are in place for secure computer usage throughout the College. Students must use unique login codes to access all computers

on campus. Regular password resets are required for both students and staff. The TeCS department maintains the software on all campus computers. Unique secure login codes are required for all open computer lab and student email use, and the Distance Education Program requires students to use a password-protected Citrus College email account. Distance eduction students must use password-protected logins when accessing any library electronic database. Blackboard, the College's online course management system, requires students to use their unique student ID and password to access course infomation. Students using the Testing Center must sign in and show Citrus College photo identification.

The library maintains materials in a secure fashion through use of several electronic and personal identification security measures. Sensitized magnetic security "tattle tape" is secured to all library items, which activates the electronic security gate at the entrance/exit if not deactivated through the check-out process. A valid Citrus College photo identification card is required to check out material from the library. All outside emergency exits to the library have alarms installed to alert staff should anyone try to exit through any door other than the main entrance. The library collects lost and found items and delivers unclaimed items to Campus Safety at the end of each semester.

The Hayden Memorial Library and Learning Center buildings and resources are maintained through an online work request system termed "FIXit"[109], where staff members notify the facilities department as repairs are needed. Two library staff members are designated to submit these requests electronically to the facilities department via the campus intranet. Once they receive a request, they

send staff a follow-up email indicating how and when the work request has been completed. Examples of requests from the Hayden Memorial Library include light bulb replacements, carpet cleaning or repair, and emergency exit door alarm battery replacements. Staff members submit requests for computer or network repairs online using a "Footprints" work request form[110] to the Technology and Computer Services (TeCS) department. Examples of requests include student computer network issues and errors, touch screen scanner connectivity, and software updates for faculty and staff computers. TeCS sends follow up emails with details about the status of the request to staff once the request has been received and assigned to a TeCS staff member.

The College meets the Standard.

Analysis and Evaluation
Citrus College provides effective maintenance and security for its library and other learning support services.

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

Evidence of Meeting the Standard

Citrus College is a member of [Inland Empire Academic Library Cooperative (IEALC)](#)[111], which allows all students, including distance education students, access to 17 academic libraries in addition to the Hayden Memorial Library. A Citrus College library representative attends biannual meetings of this organization, where the members discuss the adequacy of the services [member libraries](#)[112] provide.

Interlibrary loan services provide all students, including distance education, with materials not available through Citrus College sources regardless of location or means of delivery. Annual surveys provide an evaluation of service performance. In an [interlibrary loan survey](#)[113] conducted in spring 2014, over 80 percent of faculty, staff, and students who made requests for materials were "very satisfied" with the quality, speed, and ease of service, and 97 percent would use it again in the future.

Citrus College is a member of the Community College Library Consortium. The [Community College League of California](#)[114], in partnership with the [Council of Chief Librarians (CCL)](#)[115], conducts this consortium program of cooperative buying of online resources. This includes community college libraries around the country and benefits Citrus College through reduced prices. Students use these electronic resources heavily both on and off campus. The library evaluates the usefulness of these resources through usage statistics, biannual student surveys, and [annual ACRL reports](#)[116]. Since 2009, [electronic database full text retrievals](#)[117] have increased by 21 percent, and students state that [accessing journal and encyclopedia articles](#)[118] through online databases is "very helpful" and has the

highest potential value in helping them complete coursework.

Librarians and library staff use [Resources for College Libraries](#)[119] as a tool to evaluate and develop the print and electronic collections. This tool includes core print and electronic resources for academic libraries, featuring over 85,000 titles in 117 subjects, and allows librarians to compare titles being considered for purchase or removal. As print items are added to the collection, library personnel mark them with "RCL" inside to alert staff of their core title status.

In June 2014, library faculty completed the transition from Innovative Interfaces' Millennium integrated library system to [Online Computer Library Center's WorldShare Management Services (WMS)](#)[120] integrated library system. Library staff members use WMS to manage, circulate, and locate resources and report statistical data about the collection and usage.

[3M security gates](#)[121] installed at the library entryway alert staff to possible theft of library items, and the [McMurray/Stern](#)[122] compact shelving system provides a secure place to store audiovisual materials on the second floor of the library. In addition, library faculty and staff members consult local libraries, academic library listservs, vendor literature, and Council of Chief Librarians-Electronic Access Resources Committee before making decisions regarding contracted services. Finally, annual [usage statistics](#)[123] for database vendors provide information regarding student use of library resources and services. [Data trends](#)[124] show an increase in use that helps to justify cost.

The Testing Center, a service offered within the Learning Center, uses

Accuplacer[125], an online placement instrument that is approved by the Board of Trustees and used extensively by students in determining their placement into math and English course sequences. Student services and TeCS manage the contract agreement with this tool. The Testing Center provides this service to students during specific times[126]. In 2013, the Testing Center administered over 6,000 placement tests[127], an increase from the 5,979 that were administered the year prior.

Citrus College holds contracts with several online services including Blackboard; Turnitin.com; I-Cubed, which supports online music courses; MyMathLab; and Dragon Naturally Speaking, a voice dictation for students with disabilities. The Distance Education Committee investigated three learning management systems– Edmodo, Desire 2 Learn, and Blackboard– and voted to remain with the Blackboard platform. The College evaluates all contracts prior to renewal.

As explained on the TeCS webpage, the College is a member of the Foundation for Community Colleges[128] Microsoft® campus agreement. Under this agreement, students, faculty, and staff are able to purchase[129] discounted Microsoft Office products including Microsoft Office and Windows.

The College meets the Standard.

Analysis and Evaluation
During collaborations with other institutions or other sources for library and other learning support services for instructional programs, Citrus College documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and used. The performance of these services is

evaluated on a regular basis. The College takes responsibility for and ensures the reliability of all services provided either directly or through contractual arrangements.

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.

Evidence of Meeting the Standard
Citrus College evaluates library and other support services through the annual program review process and analysis of student learning outcomes. Annual program review is a valuable way for the College to evaluate library and other support services.

Program review for library services includes feedback from biannual student and staff surveys[130] as well as week-at-a-glance statistics. Librarians share this information and allow the evaluation of data[131] such as computer use, study room use, material checkouts, and electronic full-text retrieval. Librarians provide additional information regarding annual usage by various database vendors. This information allows the library staff to evaluate online library usage by students and other patrons. The Learning Center[132] administers similar surveys to evaluate student usage of the Learning Center, Tutorial Services, Writing Café, College Success Center, and the ESL.

The Hayden Memorial Library and Learning Center staff analyze student learning outcomes to assess and evaluate

the services provided to students and faculty. The assessment occurs annually as a component and data element of program review. Most often, the outcomes are assessed through analysis of usage data or through surveys. Personnel use survey results during program review to suggest program improvements as well as to highlight practices that are working well.

The Learning Center develops and assesses learning outcomes as a component of program review. Outcomes are assessed through evaluation of surveys[133], completion of testing data, and staff feedback. Faculty and students provide feedback regarding computer labs by survey, and faculty may also provide feedback during governance meetings. The student satisfaction survey for the computer lab focuses on experience with staff and

services. Faculty satisfaction surveys ask similar questions from the instructor perspective. Students who take advantage of tutoring services are asked about experiences with the services, including tutors. Learning Center staff use data[134] to make recommendations for program improvement or to support best practices.

The College meets the Standard.

Analysis and Evaluation
Citrus College evaluates library and other support services to ensure that student needs are met. The Hayden Memorial Library and Learning Center both have student learning outcomes that are assessed regularly, and personnel use results during program review to contribute to program improvement.

Evidence