

Standard IIC: 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 might 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.



Standard IIC: Library and Learning Support Services

II.C. 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 might 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.

Overview

The Fullerton College Library's mission is to assist students, faculty, and staff in attaining educational and informational goals in a supportive library environment; the library supports the educational mission of Fullerton College as mandated by the California Education Code, sec. 78100 and the Standards for Libraries in Higher Education. (1)

The Library and Learning Resource Center (LLRC) opened its doors to students, faculty, staff, and community on June 13, 2005. This two-story building of 67,680 square feet offers patrons abundant space and resources. The new structure houses the Library and the Academic Support Center (ASC) both under the direction of the Dean of the LLRC. This provides an opportunity for partnering and for offering myriad library and support services under one roof.

1 Library mission

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.

The library is 46,939 square feet, approximately 69% of the total square footage of the LLRC. The library's collection of 88,000+ books has now expanded to include ebooks, allowing student readability both in hard copies and electronic versions. Computer stations provide students with access to computers and the internet. Stand-up workstations are placed throughout for easy online catalog access. Small group study rooms and larger conference rooms provide places for students to meet as groups. A state-of-the-art classroom provides faculty librarians a room in which to give library instruction sessions, both subject-specific and basic research, from an instructor workstation equipped with the classroom management software, SynchronEyes. Americans with Disabilities Act (ADA) accessible computer workstations are available in the instruction room, reference area, and computer commons area. In the reference area of the library, students have access to a faculty librarian's expertise onsite and online, as well as the online catalog, databases, and other electronic resources. Photocopiers are also available on both floors of the library. An expanded circulation area offers increased storage for reserve materials including laptop computers for use in the library. (2)
(3)

Expanded databases, an updated library website with social networking tools, and a balance between traditional and modern interactive approaches to research for students, staff, and faculty have enhanced the library's campus image and helped

2 Library floor plan
3 Library virtual tour

to promote a more user-friendly interaction. As librarians and paraprofessionals strive to provide innovative services and resources coupled with friendly and helpful assistance, budgeting for the latest technology and providing appropriate levels of staffing are the greatest challenges. (4) (5)

The ASC serves as the program management component to three distinct programs, each offered within its own physical space: Skills Center, Tutoring Center and Writing Center. The Director of Academic Support Program and Services oversees the three centers. The Office Coordinator offers administrative assistance to all centers. The new building has provided space to integrate the services of the ASC with the library. These services are provided on the periphery of the first floor, a space of approximately 21,000 square feet. (6) (7)

The Skills Center serves five major student populations: those in reading, English-as-a-second-language (ESL), and foreign language classes with required lab assignments, those referred to take make-up tests, and those visiting on a drop-in basis. Services are centered on improving essential skills such as reading, learning strategies, test-taking, and critical thinking. The Skills Center provides services in two separate labs: the Skills Center Lab and the 1410 Reading Lab. (8)

The Tutoring Center provides walk-in and appointment tutoring for most academic subjects. Tutoring is done individually and in small groups and is provided by faculty recommended tutors, many of whom are current students at Fullerton College. (9)

The Writing Center was created in 1996 to offer one-on-one assistance with writing projects to all students at Fullerton College. Writing workshops

are also offered throughout the semester to the whole campus. (10)

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

The Fullerton College Library prepares students to be successful learners through the selection and maintenance of educational equipment and materials. At the library's core are a diverse group of librarians and support staff who rely on their expertise, as well as on the appropriate tools available to the profession. (11) (12) (13) (14)

The ASC provides instructional services to students and staff to assist students in achieving academic success in all academic areas. The Skills Center, the Tutoring Center, and the Writing Center are governed by Title 5 of the Educational Code regarding tutoring and learning assistance centers and policies. (15)

Services of the Skills Center focus on skills development for reading, ESL, and foreign languages. General academic skills development and services such as makeup testing and textbook readability are also offered. Resources available are computer software programs, internet access, and print, audio, and video material. The Skills Center Lab provides computers that are open to all students and includes workstations that are ADA compliant. The 1410 Reading Lab provides computers that are available only to students in reading classes. This lab has a "smart lab" with state-of-the-art technology and includes one workstation that is ADA compliant. (16)

4 Library website
 5 Library services
 6 Job description: Certified Manager
 7 Job description: Office Coordinator
 8 Skills Center website
 9 Tutoring Center website

10 Writing Center website
 11 Collection Development Policy Revision, Fall 2008
 12 ACRL Standards and Guidelines
 13 ACRL Standards for Libraries in Higher Education
 14 Peer Comparisons among CalWest consortium libraries
 15 Academic Support Center website
 16 Skills Center website

The Tutoring Center provides general tutoring in a wide variety of subjects while the Writing Center provides writing tutoring for any subject. The Tutoring Center offers walk-in tutoring for math, the sciences, and accounting and one hour appointments for other subjects. While the Writing Center encourages students to schedule thirty minute appointments, walk-in tutoring is provided whenever possible. Every hour of service of the Writing Center is staffed by a faculty member. Both the Tutoring Center and the Writing Center are certified through the College Reading and Learning Association (CRLA) International Tutor Training program.⁽¹⁷⁾ ⁽¹⁸⁾

The Tutoring Center offers an array of resources for students including computers, tutoring rooms, and workshops. ESL specialist tutors hired through the Basic Skills Initiative (BSI) work directly with ESL students and host conversation circles for students to practice speaking English. The Writing Center offers writing workshops and one-on-one tutoring in writing. In addition, the center provides dictionaries, grammar textbooks, and handbooks. Instructional handouts and other reference materials prepared by English and ESL faculty are provided for student use. All faculty members, including the coordinator, conduct writing workshops each semester. ⁽¹⁹⁾ ⁽²⁰⁾

Self Evaluation

Student learning resources needs are determined by instructional faculty and staff and through student surveys. Requests for library resources are submitted using various library resource request forms and through CurricUNET, the college's course curriculum development and management software. Additionally, instructional faculty and divisions may directly contribute resources to the library. For example, the ESL Department purchased 65

ESL readers and made them available through the library. ⁽²¹⁾ ⁽²²⁾ ⁽²³⁾ ⁽²⁴⁾ ⁽²⁵⁾

The library relies on the knowledge and experience of its librarians to assess the library's collection in terms of quantity, quality, depth, and variety. Librarians utilize the Collection Development Policy Manual to acquire and deselect materials according to its stated objectives, priorities, policies, and procedures. The manual was created to provide direction in general principle and in specific situations as it allows flexibility so that materials held by the library reflect usage patterns and Association of College and Research Libraries (ACRL) standards. A comparison among the CalWest consortium colleges allows the librarians to note relative similarities and differences between the college and its peer libraries. Some of the national standards' points of comparison are utilized within the constraints of available data. ⁽²⁶⁾ ⁽²⁷⁾ ⁽²⁸⁾

North Orange County Community College District (NOCCCD) policy (BP 4040 Library Services and AP 4040 Library Services as determined by Title 5, Section 51023) informs faculty librarians in their efforts to maintain the quality of the library collection. Other standards referenced include the college mission and core values, American Library Association guidelines, and professional journals and reviews. Additionally, library faculty monitor college curriculum development in CurricUNET. ⁽²⁹⁾ ⁽³⁰⁾

The library serves as the main source of academic materials outside of the classroom in order to support the curriculum and learning needs of students. A library collection analysis completed in Fall 2009 provided details on usage in collection development areas as it relates to student majors and program enrollment. This will enable the library

17 Tutoring Center website
 18 Writing Center website
 19 Workshop/ESL flyers; for example, Conversation Circles
 20 Writing Center workshops

21 Classroom Control System Workshop survey results
 22 Interlibrary Loan website
 23 Reserve Collection Procedures for Faculty
 24 Suggestions for Purchase form
 25 Library Annual Reports 2007-2008, 2008-2009
 26 Collection Development Policy Revision, Fall 2008
 27 ACRL Standards and Guidelines
 28 ACRL Standards for Libraries in Higher Education
 29 NOCCCD Policies and Procedures website
 30 ALA Standards and Guidelines

to plan future budget allocations to target resources for optimal effectiveness and efficiency in support of college programs and curriculum. (31)

Active shelf list reports of print materials are provided to librarians by collection development areas on a periodic basis and on demand, showing holdings by title, call number, and usage. The practice identifies the relative efficacy of the library's collection. Electronic resources statistics are analyzed by librarians to determine usage and effectiveness of instruction and marketing campaigns.

The Associated Students conduct a satisfaction survey at the end of each spring semester. These data show that the ASC received an average of 90% satisfaction rating for overall service throughout their centers. The Skills Center conducts its own student and faculty satisfaction surveys. Student satisfaction surveys have also been used to measure students' perception of the usefulness of the services provided by the Tutoring and Writing centers. The results of these surveys show that students are satisfied with the services they are receiving. (32) (33)

As expected, widespread outreach efforts have increased the number of students and faculty visiting the labs, thereby increasing the demand for additional resources and services to meet the needs of students. The growing demand for technological equipment and electronic resources will require an increase in funding to the library to support the expansion of technology and delivery of electronic resources in the library. (34)

Planning

None.

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

The library maintains its strong commitment to information competency by meeting the college vision, mission, and goals, as well as those prescribed by the library and its Library Instruction Program. The library teaches information literacy competency standards that have been set forth by the ACRL. Specific student learning outcomes have been identified for the library workshops, instruction at the reference desk, and library courses. (35) (36)

The library provides general library orientation sessions and specialized library instruction sessions, which are designed around both information competency skills and the discipline's course assignments. Drop-in workshops are given during the months of October and March to address specific information competency skills, such as basic library research skills, Internet research, evaluating websites, creating a Works Cited, and preventing plagiarism. Specialized sessions are also given for subject disciplines. All workshops include hands-on worksheets for students to practice the information competency skills that were covered during the instruction sessions. (37) (38)

The Fullerton College Study Abroad program includes Library 100: Introduction to Library Research, a one-unit University of California/California State University-transferable course that covers the research process from developing a research question to finding, evaluating, and citing information. (39)

The library continues to develop and provide online and print research guides and tutorials covering various subject disciplines and stages of the research process. Guides and tutorials address diverse

31 Library Collection analysis report
32 Associated Students Survey results
33 Skills Center survey results
34 Online subscription database use

35 ACRL Information Literacy Competency Standards for Higher Education
36 SLO website
37 Library Annual Reports 2007-2008, 2008-2009
38 Examples of workshop handouts
39 Study Abroad website

learning styles by including audiovisual elements, an embedded "Ask a Librarian" instant messaging widget, enabled user comments, downloadable PDF files, and hyperlinks to library and other online resources. (40)

Additionally, the library provides in-person, telephone, email, and instant messaging reference assistance and instruction. Information competency skills are taught through demonstration, guided practice, and Socratic questioning. Reference questions include instruction on searching the catalog, databases and web-based sources, and citing sources using appropriate citation styles. (41)

While the Skills Center staff offers group orientations and one-on-one instruction to students on how to use software available in the lab, students who need assistance with information competency skills are referred to the library. The Tutoring Center provides assistance to students across the entire spectrum of academic subjects, but students who need assistance with information competency skills are referred to the library. The Writing Center provides one-on-one consulting with professionally trained tutors to assist students in all stages of the writing process in an informal, collaborative, environment.

Self Evaluation

Library instruction is evaluated on a continual basis to measure the effectiveness of provided instruction sessions, courses, and reference assistance. Library faculty assess student learning during general library orientation sessions and specialized library instruction sessions with direct observation, guided practice, and Socratic questioning. Instructors provide feedback on the coverage, presentation, and effectiveness of the instruction sessions by submitting a Faculty Evaluation of Library Instruction Session form. In addition, library faculty periodically give students post-instruction Quick Review and Evaluation forms that ask for feedback on what was expected, learned, and liked and what is suggested.

40 Library Research Guide Wiki
41 Ask-a-Librarian website

Library faculty use this information to reflect on and further strengthen their instruction sessions. (42) (43)

Library workshops are assessed during the instruction sessions through hands-on worksheets and librarian observation, guided practice, and Socratic questioning. For example, during Fall 2008, goals were established for the student learning outcomes per workshop topic and then formally assessed with brief quizzes. The classroom management software allowed library faculty to easily administer quizzes and gather student responses. Students were also given immediate feedback for correct and incorrect answers. The results were analyzed and evaluated, and for each workshop topic offered, the predetermined goals were met. (44)

The three student learning outcomes for Library 100 were evaluated during the Fall 2008 semester with an oral presentation, research journal, and final annotated bibliography. Scoring guides were used to assess student oral presentations and research journals, and a five-point rubric was used to assess the final annotated bibliographies. Library faculty evaluate student scores on the rubric to determine the areas of instruction that need more emphasis or the application of different instructional strategies. (45)

Planning

None.

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.*

Descriptive Summary

The library is open to students, faculty, staff, and the general public a total of 65.5 hours per week during the regular semester. The library is open Monday through Thursday from 7:30 am to 9:00 pm.

42 Library Instruction Request form
43 Quick Review and Evaluation form
44 Library Workshop SLO assessment report
45 Library 100 grading rubric and scoring guides

On Fridays, the hours are 7:30 am to 4:00 pm, and on Saturdays, from 10:00 am to 3:00 pm. Summer, intersession and vacation hours vary and are posted on the library website. Attendance in the library has increased 23% from 2007-08 to 2008-09. (46)

Electronic access to library materials is available 24 hours a day, seven days a week. The library's website provides access to the library catalog with more than 18,000 electronic books. From on or off-campus students can search, place holds, check for reserve materials, view what they have out, and renew materials. Book circulation increased 26% from 2007-08 to 2008-09; most of the increase was in the circulation of reserve materials, which increased 45% in the same period. (47)

The website also includes online remote access to thirty subscription databases that include full-text academic journals, popular magazines and newspapers, statistics, historical documents, critical analyses of literary works and more. Material can be viewed, printed, emailed, or saved. (48)

For students on campus, the library offers assistance at the Reference, Help, and Circulation desks. There are more than 50 computers available for research, some with word processing and other applications, and all with printing capabilities. Students may also check out laptops to use in the library.

To assist distance education students, the Library Reference Desk also communicates with patrons via "Ask a Librarian," a service that uses email and instant messaging. Some online tutorials are provided for students unable to come to campus for instruction sessions. (49)

Regardless of their location, all students can access electronic resources on the library's webpage at any time. For students needing special software in the library, there are two research computers and one classroom computer that are equipped with JAWS, Zoomtext, and Open Book. In the research

46 Library hours website

47 Library Annual Reports 2007-2008, 2008-2009

48 Library Annual Reports 2007-2008, 2008-2009

49 Ask-a-Librarian website

area, there is also a scanner and a Magnisight Video Magnifier. Several databases have translation capabilities and audio files of full text documents.

To serve all college instructional programs, the library assigns full-time faculty librarians as collection development area specialists. These librarians review incoming curriculum changes and additions and work with subject faculty to ensure that there are materials available in all subject areas.

The ASC creates and distributes a campus wide flyer that highlights the services offered by each lab and its hours of operation. The ASC's website gives a detailed list of services, hours of operation, and a description of materials offered. (50)

Self Evaluation

Faculty librarians have historically honored traditional models of service as well as innovative technologies and instructional methods, and they work continually to diversify their instruction of information literacy skills regardless of point of contact or material format. Librarians teach library instruction sessions built around a particular topic or classroom assignment and may also venture out to a campus classroom or meet with a student for a one-on-one research consultation. The library offers basic library instruction sessions on current research topics, as well as generalized library orientations, tours, and workshops for faculty and staff. Librarians create sessions to improve users' research and critical thinking abilities, skills that promote student success at the college and in students' lives beyond the campus walls.

Throughout the academic year, a comment box located at the front counter of the Skills Center is available for students, faculty, and staff to submit comments and suggestions. Through these comments and suggestions, the director and staff can evaluate immediate concerns to be addressed.

The Tutoring Center and Writing Center have worked together to be open similar hours to

50 Academic Support Center website

accommodate a variety of students. In terms of writing, the centers also coordinate their services. The Tutoring Center provides help with grammar, punctuation, mechanics, and spelling, while the Writing Center provides help with all parts of the writing process. Through flyers, the centers advertise tutoring services available to students for the current semester. The Writing Center has a student-written and produced promotional video on its website, which faculty can show their students to familiarize them with the operations of the Writing Center. (51) (52)

Planning

None.

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

Descriptive Summary

The Library and LRC are located on the first floor of the building, but the library has only one public entrance in the lobby facing the quad where users pass through security gates. The doors adjoining the LRC are for emergency use only.

The library collection is processed through Technical Services with RFID tags that set off the CheckPoint (now 3M) security sensor gates at the entrance if the item is not properly checked out.

In addition to security gates, there are security cameras strategically placed at the entrance and other key areas in the building. Video may be monitored by the Dean of the Library/LRC, the Administrative Assistant, the Circulation Supervisor, the Library Assistant II covering the evening shift, and Campus Safety. (53)

Building security is handled by Campus Safety officers who respond rapidly to calls from library staff. In emergency life-death situations, Fullerton College employees call 911.

51 ASC Writing Resources flyers
52 Writing Center website
53 Map of security camera locations

Staff-only areas and some building entrances are accessible by employees with fobs issued by Campus Safety. The emergency exits and alarmed doors alert library staff to unauthorized usage. If library staff need to enter the building outside of normal working hours, they must contact Campus Safety since the fobs only allow access during set hours preceding and following service hours. The 1410 Reading Lab does not have programmable access. Keys for this area are issued to staff by Maintenance and Operations.

First aid kits are located at all the public desks (Reference, Help, and Circulation), and additional first aid items are in the library supply room. First aid kits are also available in all centers of the ASC. Several staff offices are equipped with first aid kits. The Circulation Desk, which handles a large number of student transactions and is highly visible on the first floor, has several first aid kits, flashlights, and a lantern.

Emergency response guides are posted in staff areas and public areas near fire alarms and evacuation maps. Staff have undergone training concerning the use of fire extinguishers and also completed a library quiz on fire extinguishers and alarms. Each staff member has an Emergency Response Information binder and is equipped with a flash light. In addition, several staff members have been trained in CPR and training is offered on a continual basis. (54) (55) (56) (57)

Student employees clean computer equipment and peripherals. Library and ASC staff maintain a neat environment by controlling food and drinks in the building.

Self Evaluation

Achieved goals and progress include the following:

Library

- The library added seven additional security cameras to the original nine cameras to increase security.

54 Library Annual Reports 2007-2008, 2008-2009
55 Fire safety scavenger hunt quiz
56 First floor map with fire extinguisher and alarm locations
57 Second floor map with fire extinguisher and alarm locations

- A small sensor alarm was installed on the swinging door to the circulation area to alert staff to entering/exiting people.
- Due to health concerns, the library has tissues and anti-bacterial hand gel located at the public service counters.
- The library obtained an evacuation chair on the second floor at the top of the staircase for disabled patrons.
- Library staff attended a workshop on dealing with disruptive persons
- One of the librarians attended workshops conducted by the Western State and Territories Preservation Assistance Service on disaster preparedness, response, and collection salvage.
- Library staff are working on a written disaster response and collection salvage plan.
- Additional signage was installed in the library.

ASC

- ASC staff attended a workshop on dealing with disruptive persons.
- ASC staff established emergency evacuation procedures in case of power outages or fire.
- ASC staff posted emergency information in the restrooms and walls of each center.
- ASC staff updated building maps with locations of emergency exits, fire alarms and extinguishers.

(58) (59) (60) (61)

Planning

None.

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 arrangement.*

Descriptive Summary

The library collaborates with the Community College Library Consortium (CCLC) for the purchase of online databases. CCLC negotiates discounted group subscription rates and regularly evaluates database products. The library selects databases that are appropriate for student research assignments and carefully monitors annual usage statistics. (62) (63)

Through the Cal West Consortium, a cooperative of five community college libraries in Southern California, the library shares an integrated library system and cooperates in facilitating interlibrary loans. The various subcommittees of this cooperative meet regularly to discuss pertinent issues, system features, and upgrades.

Self Evaluation

Through CCLC and the Cal West Consortium, the library is able to take advantage of discounted group subscription rates and receive feedback regarding the usefulness of such resources.

Planning

None.

58 Pocket Response Plan for Collections
 59 Emergency Situation Initial Report
 60 Library Collections Disaster Procedures
 61 Disruptive Persons Training email

62 CCLC website
 63 Library Annual Reports 2007-2008, 2008-2009

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

Library staff understand the importance of evaluating services to ensure that identified student needs are met. Library services are evaluated with student and faculty evaluation forms, surveys, comment cards, usage statistics, the Library Collection Development Policy and Related Procedures, faculty librarian representation on the Curriculum Committee, library faculty meetings, and material request forms.

The Skills Center identifies and evaluates the effectiveness of services and resources provided to support student needs. These include program review, annual reports, faculty discussions, Foreign Language Lead Instructional Assistants, material request forms, student satisfaction surveys, faculty satisfaction surveys, annual report surveys, a variety of informal anecdotal comments, and analysis of data on service utilization and outcomes. The Tutoring and Writing centers use student satisfaction surveys, tutor surveys, faculty observations and discussions, as well as analysis of data on service utilization and outcomes, to evaluate services. (64) (65) (66) (67) (68) (69) (70) (71)

Self Evaluation

The Associated Students conduct annual student interest surveys that include questions pertaining to library services. The Spring 2009 survey revealed, for instance, that 36% of respondents want access to more databases, 33% want more up-to-date books,

64	ASC Annual Report
65	Email from Director to setup meeting with Department Chairs
66	Email and letter from Instructional Assistants
67	Lab Material Submittal form
68	Instructor Lab Assignment sheet
69	Reading Lab Contract
70	Email from Ellen Rosen to purchase Penguin Books, etc.
71	Program Review for Skills Center 2009

28% want more “walk-in” office hours with librarians for one-on-one help with research assignments, and 23% want more online and/or print research guides of different subjects. Based on the results of the Spring 2009 survey, the library added a student research consultation request form on the library website and continues to develop subject research guides for the FC Library Research Guides and Tutorials Wiki. (72) (73) (74)

A Fullerton College Library Student Satisfaction Survey was conducted during Fall 2009. Surveys were distributed over a two-week period in paper and electronic form. Paper surveys were given to students in the library, and the electronic version of the survey was accessible from the library homepage using the online service SurveyMonkey. (75)

Library instruction sessions are evaluated with Faculty Library Instruction Evaluation forms, which ask instructors to assess the instruction session, coverage and presentation of material, students’ ability to follow presented material, and helpfulness of the session. In addition, Student Review and Evaluation forms are periodically distributed after library instruction sessions, asking students to provide feedback on what they expected, learned, liked, and suggest. During Fall 2009, evaluation surveys were also distributed to students attending the open workshops to identify strengths in areas that need to be revised. (76) (77) (78)

The library’s collection of print and electronic resources is assessed regularly using the Fullerton College Library Collection Development Policy, communication with other teaching faculty, usage statistics, and library faculty meetings. A library faculty member represents the library on the Curriculum Committee, which facilitates a line of communication among the library faculty and other teaching faculty. Faculty are also welcome to suggest

72	AS Interest Survey, Spring 2009
73	One-on-One Research Consultation form
74	7am Library Entry request form
75	Library Services Satisfaction Survey, Fall 2009
76	Faculty Library Instruction Evaluation form
77	Student Review and Evaluation form
78	Library Workshop Student Evaluation form

materials for purchase via an online form linked from the library services website. Library faculty meet twice a month during the fall and spring semesters to discuss, analyze, and evaluate areas, such as instructional services, collection development, and curriculum, for effectiveness of meeting identified student needs. (79) (80) (81)

Staff meetings are scheduled each year to evaluate program needs and write proposals to enhance basic skills resources and student/faculty/staff needs. The Basic Skills Committee often gives feedback on appropriate and necessary resources for the ASC. The Skills Center uses various methods to identify and evaluate the effectiveness of their services and the resources that they provide to support student success. A more standardized method for the evaluation process would give the essential data needed to make decisions about improvements to lab resources, staff, and service.

The Tutoring Center continually examines its services based on student surveys, feedback from students and tutors, and campus input from various committees on campus, including the Basic Skills Initiative. The Writing Center also continues to improve services. Research from the Director of Institutional Research reveals high rates of retention and success for students who seek help in the Writing Center. In both the Tutoring Center and Writing Center, students may be eligible for additional tutoring if they are registered through Disability Support Services and receive a referral. (82) (83) (84)

Planning

None.

79	Library Collection Development Policy and Related Procedures
80	Library Annual Reports 2007-2008, 2008-2009
81	Faculty, Staff, and Student Suggestions for Purchase online form
82	Program Review for Tutoring Center
83	Program Review for Writing Center
84	DSS Authorization

Evidence for Standard IIC (Footnote References)

1. Library mission
<http://library.fullcoll.edu/about/mission.html>
2. Library floor plan
<http://library.fullcoll.edu/PDFs/FCLLRMap.pdf>
3. Library virtual tour
<http://library.fullcoll.edu/visit.html>
4. Library website
<http://library.fullcoll.edu>
5. Library services
<http://library.fullcoll.edu/services.html>
6. Job description: Certified Manager
http://accreditation.fullcoll.edu/evidence/dir_acad_support_prog_svs.pdf
7. Job description: Office Coordinator
http://accreditation.fullcoll.edu/evidence/office_coordinator.pdf
8. Skills Center website
<http://skills.fullcoll.edu>
9. Tutoring Center website
<http://tutoringcenter.fullcoll.edu>
10. Writing Center website
<http://writingcenter.fullcoll.edu/>
11. Collection Development Policy Revision, Fall 2008
http://accreditation.fullcoll.edu/evidence/10_FCL_CD_Policy_Fall2008.pdf
12. ACRL Standards and Guidelines
<http://www.ala.org/ala/mgrps/divs/acrl/standards/index.cfm>
13. ACRL Standards for Libraries in Higher Education
<http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm>
14. Peer Comparisons among CalWest consortium libraries
http://accreditation.fullcoll.edu/evidence/13_FCL_PeerComparisons_CalWest_libraries.pdf
15. Academic Support Center website
<http://academicsupport.fullcoll.edu/>
16. Skills Center website
<http://skills.fullcoll.edu>
17. Tutoring Center website
<http://tutoringcenter.fullcoll.edu>
18. Writing Center website
<http://writingcenter.fullcoll.edu/>
19. Workshop/ESL flyers; for example, Conversation Circles, French Workshop, Success in Math
http://accreditation.fullcoll.edu/evidence/conversation_circles_fall09.pdf
http://accreditation.fullcoll.edu/evidence/french_workshop_f08.pdf
http://accreditation.fullcoll.edu/evidence/success_in_math_2008_flyer.pdf
20. Writing Center Workshops
<http://writingcenter.fullcoll.edu/>
21. Classroom Control System Workshop survey results
http://accreditation.fullcoll.edu/evidence/19_FCL_CCS_Workshop_Survey_results.pdf
22. Interlibrary Loan website
http://library.fullcoll.edu/reference/interlibrary_loan.html

Evidence for Standard IIC (Footnote References) (cont'd)

23. Reserve Collection Procedures for Faculty
http://library.fullcoll.edu/services/faculty_reserve_procedures.html
24. Suggestions for Purchase form
http://library.fullcoll.edu/Forms/faculty_staff_request_form.html
http://library.fullcoll.edu/Forms/student_request_form.html
25. Library Annual Reports, 2007-2009
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0809.pdf
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0708.pdf
26. Collection Development Policy Revision, Fall 2008
http://accreditation.fullcoll.edu/evidence/10_FCL_CD_Policy_Fall2008.pdf
27. ACRL Standards and Guidelines
<http://ala.org/ala/professionalresources/guidelines/standardsguidelines/index.cfm>
28. ACRL Standards for Libraries in Higher Education
<http://ala.org/ala/professionalresources/guidelines/standardsguidelines/index.cfm>
29. NOCCCD Policies and Procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
30. ALA Standards and Guidelines
<http://www.lita.org/ala/professionalresources/guidelines/standardsguidelines/standguide.cfm>
31. Library Collection analysis report
http://accreditation.fullcoll.edu/evidence/27_FCL_CollectionAnalysis_report.pdf
32. Associated Students Survey results
http://accreditation.fullcoll.edu/evidence/AS_student_interest_survey_results.pdf
33. Skills Center survey results
http://accreditation.fullcoll.edu/evidence/skills_center_fall_2009_student_survey_results.pdf
34. Online Subscription Database use
http://accreditation.fullcoll.edu/evidence/30_FCL_OSD_use.pdf
35. ACRL Information Literacy Competency Standards
<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>
36. SLO website
<http://slo.fullcoll.edu>
37. Library Annual Reports, 2007-2009
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0809.pdf
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0708.pdf
38. Examples of workshop handouts
http://accreditation.fullcoll.edu/evidence/34_FCL_Examples_WorkshopHandouts.pdf
39. Study Abroad website
<http://studyabroad.fullcoll.edu>
40. Library Research Guide Wiki
<http://fclresearch.pbworks.com/>
41. Library Ask-a-Librarian page
http://library.fullcoll.edu/ask_a_librarian.html
42. Library Instruction Request form
<http://library.fullcoll.edu/2009LIPIsrequestform-Spr09.aspx>
43. Quick Review and Evaluation form
http://accreditation.fullcoll.edu/evidence/39_FCL_QuickReview_Evaluation_form.pdf
44. Library Workshops SLO assessment report
http://accreditation.fullcoll.edu/evidence/40_FCL_Workshops_Assessment_report.pdf

Evidence for Standard IIC (Footnote References) (cont'd)

45. Library 100 grading rubric and scoring guides
http://accreditation.fullcoll.edu/evidence/41_FCL_Lib100_rubric_scoring.pdf
46. Library hours website
<http://library.fullcoll.edu/about/hours.html>
47. Library Annual Reports, 2007-2009
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0809.pdf
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0708.pdf
48. Library Annual Reports, 2007-2009
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0809.pdf
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0708.pdf
49. Library Ask-a-Librarian page
http://library.fullcoll.edu/ask_a_librarian.html
50. Academic Support Center website
<http://academicsupport.fullcoll.edu/>
51. ASC Writing Center flyers
http://accreditation.fullcoll.edu/evidence/ASC_writing_resources.pdf
52. Writing Center website
<http://writingcenter.fullcoll.edu/>
53. Map of security camera locations
http://accreditation.fullcoll.edu/evidence/49_FCL_SecurityCameras_Locations.pdf
54. Library Annual Reports, 2007-2009
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0809.pdf
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0708.pdf
55. Fire safety scavenger hunt quiz
http://accreditation.fullcoll.edu/evidence/51_FCL_FireSafety_ScavengerHunt_Quiz.pdf
56. First floor map with fire extinguisher and alarm locations
http://accreditation.fullcoll.edu/evidence/52_FCL_FirstFloorMap_fire.pdf
57. Second floor map with fire extinguisher and alarm locations
http://accreditation.fullcoll.edu/evidence/53_FCL_SecondFloorMap_fire.pdf
58. Pocket Response Plan for Collections
http://accreditation.fullcoll.edu/evidence/55_FCL_Collections_PocketResponsePlan.pdf
59. Emergency Situation Initial Report
http://accreditation.fullcoll.edu/evidence/56_FCL_EmergencySituation_Initial_report.pdf
60. Library Collections Disaster Procedures
http://accreditation.fullcoll.edu/evidence/57_FCL_Collections_Disaster_procedures.pdf
61. Disruptive Persons Training email
http://accreditation.fullcoll.edu/evidence/disruptive_persons_training_email.pdf
62. CCLC website
<http://www.cclibraries.org>
63. Library Annual Reports, 2007-2009
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0809.pdf
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0708.pdf
64. ASC Annual Report
http://accreditation.fullcoll.edu/evidence/ASC_annual_report_0809_final.pdf
65. Email from Director to setup meeting with Department Chairs
http://accreditation.fullcoll.edu/evidence/email_from_director_to_dept_chairs.pdf

Evidence for Standard IIC (Footnote References) (cont'd)

66. Email and letter from Instructional Assistants
http://accreditation.fullcoll.edu/evidence/fl_email_letter_from_instructional_assistant.pdf
67. Lab Material Submittal form
http://accreditation.fullcoll.edu/evidence/lab_material_submittal_form.pdf
68. Instructor Lab Assignment sheet
http://accreditation.fullcoll.edu/evidence/lab_assignment_sheet.pdf
69. Reading Lab Contract
<http://skills.fullcoll.edu/materials/Sample%20Reading%20Contract.pdf>
70. Email from Ellen Rosen to purchase Penguin Books, etc.
http://accreditation.fullcoll.edu/evidence/email_from_ellen_rosen_to_purchase_penguin_books.pdf
71. Program Review for Skills Center 2009
http://accreditation.fullcoll.edu/evidence/program_review_for_SC_2009.pdf
72. AS Interest Survey, Spring 2009
http://accreditation.fullcoll.edu/evidence/AS_student_interest_survey_results.pdf
73. One-on_One Research Consultation form
<http://library.fullcoll.edu/2009LIPstudentresearchform-Spr09.aspx>
74. 7am Library Entry request form
<http://library.fullcoll.edu/PDFs/7AM%20FC%20Library%20Entry%20Request.pdf>
75. Library Services Satisfaction Survey, Fall 2009
http://accreditation.fullcoll.edu/evidence/73_FCL_Services_Satisfaction_survey.pdf
76. Faculty Library Instruction Evaluation form
http://accreditation.fullcoll.edu/evidence/74_FCL_Faculty_LIS_evaluation_form.pdf
77. Student Review and Evaluation form
http://accreditation.fullcoll.edu/evidence/39_FCL_QuickReview_Evaluation_form.pdf
78. Library Workshop Student Evaluation form
http://accreditation.fullcoll.edu/evidence/76_FCL_Student_Workshop_Evaluation_form.pdf
79. Library Collection Development Policy and Related Procedures
http://accreditation.fullcoll.edu/evidence/10_FCL_CD_Policy_Fall2008.pdf
80. Library Annual Reports, 2007-2009
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0809.pdf
http://accreditation.fullcoll.edu/evidence/23_FCL_AnnualReport_0708.pdf
81. Faculty, Staff, and Student Suggestions For Purchase online form
http://library.fullcoll.edu/Forms/faculty_staff_request_form.html
http://library.fullcoll.edu/Forms/student_request_form.html
82. Program Review for Tutoring Center
http://accreditation.fullcoll.edu/evidence/program_review_for_TC_2009.pdf
83. Program Review for Writing Center
http://accreditation.fullcoll.edu/evidence/program_review_for_WC_2009.pdf
84. DSS Authorization
http://accreditation.fullcoll.edu/evidence/DSS_above_beyond_tutoring_auth_09-09.pdf

