

Standard II.C 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 include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

College of San Mateo Library 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 the college's educational offerings. The college library, which is on the upper level of Building 9, houses the print collections (general book collection, magazine/newspaper collections, and reference book collection), the non-print collections (microfiche, microfilm, and software) and various special collections, as well as computer access to various electronic information resources and materials. Faculty librarians and library staff provide reference, information, and other user services and carry out operational and administrative tasks. More detailed information about library services is described below.

Assessment

College of San Mateo meets this standard. In the 2005 accreditation survey of faculty and administrators, 55 percent of respondents agree or strongly agree that "the library has an adequate collection (books, periodicals, and electronic resources) to provide for student research" (Ref. 68, question 43). Furthermore, 74 percent of faculty and administrators agree or strongly agree that "the college relies on faculty expertise to acquire educational equipment and materials that support instruction" (Ref. 68, question 46).

Plan for Improvement

None needed at this time.

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

College of San Mateo Library supports the academic, vocational, and lifelong learning needs of its students by providing human, material, and technical resources that support student learning and contribute to the college's achievement of its mission and goals. The library's Mission Statement (Ref. 1) is aligned with the college's Mission, Vision, and Values Statements and with the CSM Strategic Plan, 2006-2008 (Ref. 2).

The library's print collection contains approximately 71,000 volumes and 250 print periodical subscriptions. More than 60 online resources provide access to thousands of journals, magazines, newspapers, and subject-based research sources. General, technical, and professional e-books are accessible through any computer connected to the internet. The library maintains 14 file cabinets of microfilm/microfiche and a limited number of audiovisual materials, including supplements to printed texts and videocassettes used in the college's distance telecourses. Course reserves materials, consisting primarily of materials supplied by classroom faculty, support specific courses and programs. The library participates in the Federal Depository Library Program (FDLP), through which it receives a selection of print and online government documents. The library also houses the college archives, including the Photographic History Project (PHILP), which help preserve and make accessible the printed and visual history of CSM and the San Mateo County community colleges.

Anchored by the library's collection development policy (Ref. 3), the acquisition and de-selection of library resources are accomplished through procedures and activities that foster dialogue between classroom faculty and faculty librarians. The college has created structures, processes, and activities to ensure that the library's acquisitions are oriented to support the curriculum and student learning. The approval of new courses includes a joint review of library resources by classroom and library faculty. A library sign-off page is included on the college Committee on Instruction's new course approval form (Ref. 4). The Faculty Services link on the library homepage provides faculty access to a bibliographic tool to search for current titles and an online purchase request form. Along with input from subject faculty, a variety of professional resources, guidelines, and qualitative and quantitative data inform the library's collection development decisions. Librarians regularly review professional book-review journals to guide selection of appropriate resources and analyze collection and circulation reports to assess the depth, currency, and usage of materials.

The library is a member of the Peninsula Library System (PLS) (Ref. 5), which includes 31 public libraries in San Mateo County and the libraries of sister colleges Skyline and Cañada. PLS libraries share an integrated online public catalog with a common interface that provides access to the bibliographic records and locations of over 2,450,000 items in member libraries. Innovative Interfaces' Millennium integrated library system serves as the technological backbone of the library's acquisitions, cataloging, circulation, and intra-library loan services (Ref. 6).

Open-access equipment in the library includes 54 computers: 44 open-access PC desktops, 9 PC laptops and 1 Macintosh workstation. All library computers provide access to the internet and to the standard Microsoft Office Suite. Some computers also

provide access to graphics and web production software, including Adobe Creative Suite and Macromedia's Dreamweaver.

The library has a total of 200 student seats for study, not including seats at open-access computer workstations. The library's instructional classroom is equipped with 27 internet-connected Dell computer workstations and a ceiling-mounted projection unit. The library is a Wi-Fi hot spot. Students can print in black-and-white or color from any library computer or personal laptop. Three photocopiers for student use are located near the library entrance. Audiovisual equipment includes two microfilm/microfiche readers, a scanner, and a TV/VCR. A closed-captioned television provides additional support to students with visual impairments. Expertise from the district's information technology support personnel is solicited when evaluating and making decisions related to purchasing technology and equipment for the library. When appropriate, the library also solicits the advice of other campus partners such as the Disabled Students Program and Services.

Because of past budget cuts, staffing at the library has been reduced; learning support professionals include two full-time librarians, 1.1 FTE adjunct librarians, 4 senior library media technicians, 1.53 library media technicians, a .53 instructional aide, and the director of library services. The library staff is diverse and able to support students in multiple languages, including Spanish, French, Farsi, and Tagalog. Library staff members actively participate in the shared governance of the college through representation, currently, on Committee on Instruction, Campus Safety Committee, and Academic Senate Governing Council.

The library actively promotes itself through a variety of media. Flyers describing library courses are widely distributed on campus, and library services and programs are vigorously promoted through print, online, and media outlets. The library also supports the college's aesthetic and cultural activities through cultural programs and displays of student art. A list of past cultural and public programming events is accessible from the library archive's website (Ref. 7).

Assessment

College of San Mateo meets this standard. The library staff makes every effort to select and maintain its resources. The currency of the library's print collection and lack of sufficient staffing, however, are particular concerns. Library program reviews from years 2002 to 2007 document the library staff's concern about the impact of insufficient institutional funding for materials and staffing to support acquisition and management of library resources (Ref. 8, 9, 10, 11, 12, 13).

Because of past budget cuts, staffing at the library has been reduced to two full-time librarians. This number is well below that of other colleges of comparable size in the region (Ref 15). Furthermore, too large a portion of the library's print collection is outdated and does not adequately support student learning. Current reports show that only about 20 percent of the library's print collection has been published in the last 20 years (Ref. 14). In other words, 80 percent of the library's collection was published before most freshmen students were born. Lack of sufficient staffing to weed the

collection has resulted in the retention of obsolete materials that do not address the current needs of students except in areas where the impact of outdated material might pose significant risk such as nursing and law, or in disciplines with rapidly changing technology such as computer sciences. Moreover, the library owns fewer than 10 percent of the core titles for supporting lower division curricula as defined by the Association of Research Libraries' Resources for College Libraries (Ref. 16).

The library is making efforts to improve the state of the collection. Allocations of California Lottery Funds in the last few years have enabled the library to increase its purchasing activity, which has contributed to an increase in circulation. A comparison between checkouts during the same two-month period in 2005 and 2006 demonstrates an encouraging increase of 17 percent (Ref. 17).

The concern in College of San Mateo's 2001 accreditation self-study that classroom faculty lack involvement in library acquisitions and discards has been addressed (Ref. 18). The library has made efforts to encourage dialogue and engage classroom faculty in the development and maintenance of resources. However, attempts to solicit classroom faculty to review items pulled by librarians for withdrawal consideration continue to be met with limited success. One new and relatively successful approach has been pizza-weeding parties. In spring 2006, 20 classroom faculty members participated in one of these parties, eating pizza, reviewing the collection in their subject areas and making recommendations for weeding and new purchases (Ref. 19). Another party was held in spring 2007 with 12 faculty attending.

The library has implemented all aspects of the SMCCD Library Information Technology Plan, 2001–2005 (Ref. 20). However, the plan has expired and needs to be reviewed and updated.

Plan for Improvement

- Review the adequacy of staffing and materials budgets.
- Update the Library Information Technology Plan.

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's Information Literacy Competency Mission Statement (Ref. 21) is based on Association of College and Research Libraries (ACRL) guidelines. To inform the college and encourage dialogue about information competency, the library made a series of presentations to the Academic Senate Governing Council beginning in October 2002 (Ref. 22); the Academic Senate adopted a definition of information competency on December 10, 2002 (Ref. 23).

The library offers multiple opportunities for students to develop information competency skills, including one-shot orientations, online tutorials, credit classes, and information instruction at the reference desk or by appointment.

Upon faculty request, librarians offer tailored 50-minute or longer orientation sessions to familiarize students with the library's offerings and to foster general or subject-focused information competency skills. The library also offers orientations geared to faculty and staff (Ref. 24).

The library offers online tutorials on such topics as how to develop a research question; how to search the library catalog, online databases, and the internet; and how to evaluate and cite sources (Ref. 25). Students in English classes are encouraged to take these tutorials in the Writing Center for "hours by arrangement" credit. The Writing Center reported that 19 students earned credit for completing 33 online tutorials in fall 2006 (Ref. 26).

Credit courses are an important component of the library's information competency instruction. On-campus courses include LIBR 100: Introduction to Library Studies (Ref. 27); LIBR 107: Online Research Basics (Ref. 28); LIBR 110: Information Resources and Libraries (Ref. 29); LIBR 665: Selected Topics in Library and Information Studies (Ref. 30); and LIBR 680: Special Collections (Ref. 31). LIBR 101: Information Research Skills (Ref. 32) and LIBR 105: Online Research Skills (Ref. 33, 34) are offered in both on-campus and online formats. All classes are eligible for transfer credit to California State University. LIBR 100 and LIBR 110 have also been articulated for transfer credit to the University of California.

To foster integrative learning and provide students with greater opportunities for information competency, the library has become a partner in the college's innovative learning communities movement. Librarians are members of faculty teams that plan and discuss learning community objectives and curricula, and students are encouraged to take library classes as part of learning community programs (Ref. 35). To better serve at-risk students, the library developed LIBR 665 as part of the Rising Scholars Learning Community (Ref. 36).

Since the 2001 accreditation self study, the Library Learning Center, which provided an open-access tutoring center, computer workstations, and a foreign language lab, has closed as a result of campus budget shortfalls; this has also resulted in the consolidation of staff offices for the campus television and radio station KCSM. At this time, instructional support centers are decentralized and associated with specific instructional, vocational, or student services programs. Discussions are underway between instruction and student services for the development of an integrative learning center that will house many currently existing discipline-specific labs and will offer comprehensive tutoring.

Assessment

College of San Mateo meets this standard. The library, college, and community have consistently demonstrated recognition of the importance of information competency to student learning. In the spring 2005 institutional survey of San Mateo County business leaders, the ability to critically assess information sources was ranked as the second most important skill for CSM students to learn (Ref. 37). In the 2005 accreditation survey of students, students responding rated the gain in their ability to "assess the reliability and

quality of information obtained from the library, Internet, or other sources” at 3.07 on a scale of 1 (low) to 5 (high) (Ref. 38, section I).

As faculty have become more aware of the complexity of resources and the challenges of conducting competent research queries, demand for library orientations has increased. Since the 2001-2002 academic year, demand by classroom faculty for library orientations has increased by 81 percent (Ref. 39), and faculty have consistently reported that orientations have positively influenced the quality of their students’ work. An email from an art instructor is representative of some of the unsolicited feedback the library has received from faculty (Ref. 40). Student evaluations of library orientation sessions have also been very positive. Students generally report that the information presented in the sessions has been effective in helping them with their courses. In response to a library student questionnaire conducted in fall 2006 on the effectiveness of two orientation sessions presented by different librarians, 100 percent of students reported that the orientation provided them with valuable information needed to conduct library research and use electronic resources (Ref. 41).

In contrast to one-shot orientations, the number of students enrolled in for-credit library classes has been historically low but is showing signs of improvement. Nine students enrolled in library courses in spring 2001, compared to 35 in fall 2006, a 289 percent increase (Ref. 42). Factors contributing to low enrollment have included limited communication and visibility with counselors and classroom faculty, communication glitches that resulted in the omission of library courses in the Schedule of Classes and associate of arts degree requirements listings, and lack of articulation with the University of California system for transfer credit. Increased promotional efforts, new articulation agreements, innovative new classes, and better collaboration with classroom faculty, learning communities, and counselors are examples of the library’s efforts toward generating increased awareness of and stronger enrollments in information competency courses. In fall 2007, LIBR 101 will be hard-linked to a new learning community; all students enrolled in The Big Spin, the new learning community, will, for the first time, be required to take an information competency course.

As part of its plan to improve information competency skills among students in vocational programs, the library recently introduced LIBR 110 (Ref. 29), an innovative new course designed to teach information competency skills for specific subject areas such as business, law, and medicine. The first course focused on health and medical care. The instructor, a full-time medical librarian at a major local medical center, consulted with the Nursing Department on curriculum design, course content, and promotion of the class. A flyer for the course is included in the information packet given to incoming nursing students (Ref. 43).

While the library is providing ongoing opportunities for promoting information competency skills, library instructional efforts are constrained due to an insufficient number of full-time librarians. Among the services that have suffered are updates to library research guides and online tutorials and implementation of course-integrated online library services. Although library modules are available for courseware packages, library resources and instructional modules are not incorporated into any of the college’s online teaching systems. Librarians are also interested in integrating Web 2.0

technologies, such as podcasting, and syndication (RSS) feeds into the library's instruction and support services; however, limited staffing is impeding the library's ability to make progress in these areas.

Plan for Improvement

- Implement Web 2.0 technologies to improve access to information competency instruction for both on-campus and distance education students.

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 57 hours per week: Monday, 7:45 AM – 9:00 PM; Tuesday – Thursday, 7:45 AM – 7:00 PM; Friday, 7:45 AM – 2:00 PM and Saturday, 9:00 AM – 1:00 PM. The library extends its hours during the last two weeks of each semester to help students prepare for finals. The library has a total of 200 student seats for study, plus 44 seats at computer workstations, but no private group study areas.

Open-access library computers and Wi-Fi access are very popular with students. Access management software on computer workstations helps ensure equitable sharing of the library's computer resources. Access software logged at least 123,734 user sessions from fall 2004 through spring 2006 (Ref. 44).

All computers offer some degree of assistive technology. Two computers are specially equipped with additional assistive technology recommended by the college's Disabled Students Program and Services. Library elevators provide access to library materials on the mezzanine for students with disabilities and students who use wheelchairs.

The library maintains a well-designed website that enables students, faculty, and staff to access library resources 24 hours a day from any computer connected to the internet (Ref. 45). Students can connect with library personnel in person and through email, online chat, telephone, and TTD (Telecommunications Device for the Deaf). A library card enables remote access to online resources.

In response to a plan in the 2001 accreditation self study (Ref. 46), the library's homepage now has a link to the Peninsula Library System (PLS) library catalog, which provides a single interface for accessing all of the resources of the PLS member libraries. Students can have items from any PLS library sent to any other library in the system, and the library waives the usual PLS holding fees for items picked up at CSM. The library also provides interlibrary loan service (ILL) for users to obtain resources not available through PLS (Ref. 47). Students, faculty, or staff may request an item through interlibrary loan at the reference desk or through an online form available on the library's website.

Materials on reserve for courses are only available to students who can come to the library. The library does not offer electronic reserves.

Assessment

College of San Mateo partially meets this standard. Almost 80 percent of students responding rated the library's services overall as good or excellent in the 2005 accreditation survey of students (Ref. 48, section V, question 14).

However, as a result of the college Budget Subcommittee's recommendation to conserve college resources in response to a district-wide budget crisis in 2003, library evening hours have been reduced by 13 hours per week since the 2001 accreditation self study. The reduction of library hours has made it difficult for CSM students to study or use computers in the evening and on weekends. Comments in the library's suggestion box have indicated a desire for longer evening hours (Ref. 49), and students have raised concerns about library hours with the Library Advisory Committee (Ref. 50). Open-ended student comments from the 2005 accreditation survey of students include, "There is [sic] not enough library hours available and study areas especially on the weekend" and "Math Tutorial Center and Library have hours that make these resources unavailable to students that work 9-5 jobs" (Ref. 51). A comparison of CSM Library hours to those of comparable local community colleges for spring 2005 shows that CSM ranked 14th out of the 19 libraries listed (Ref. 52). The library's proposals to restore lost hours have not been funded.

Even when the library is open, there are crunch times when not enough seats or computers are available for student study. Approximately 30 seats were lost when the library moved computers from the former library learning center to the library reading room. Open-ended student comments include "More study areas, the library can get pretty crowded..." (Ref. 51). Also, because the library has no enclosed group study spaces, students working on group projects often disturb students working individually. The need for private group study spaces will only increase as collaborative learning and group assignments become more widespread.

The building affords less than ideal access for students with disabilities. Students who use wheelchairs must take two separate elevators to reach the circulating collection on the mezzanine. Moreover, the elevators are frequently out of order. Concerns about the passenger elevator have been noted in the college's ADA Transition Plan (Ref. 69) and, according to district facilities staff, appear to be fairly easy to remedy. The college needs to explore options as soon as possible to solve identified problems in order to improve elevator service for students who are disabled and/or wheelchair-bound.

The library's reference and circulating collections are generally well organized. However, the bibliographic records of several bound-volume periodicals and monographs were not converted to machine-readable formats when the library moved from a card catalog to an online catalog several years ago. Random shelf checks have revealed many items that are not listed in the library catalog and, thus, are largely inaccessible to students. Insufficient staffing has prevented the library from systematically addressing this problem.

The intra-library loan service among PLS libraries is efficient and easy to use, and students take frequent advantage of it. In 2006, 3,735 items were delivered from other PLS libraries to College of San Mateo Library (Ref. 53). Interlibrary loan (outside PLS) is used less, however, and the library sends out more books than it borrows. The library filled 115 interlibrary loan requests in the 2006-2007 academic year, of which only 31 were items borrowed (Ref. 54, 55). Promoting awareness of interlibrary service among faculty and students could help increase these numbers.

The lack of access to reserve materials for off-campus students also needs to be addressed. While students will probably always have to come to the library to access physical materials on reserve, the library needs to investigate ways of addressing the copyright and technological issues involved in implementing an electronics reserves service, which would benefit both on-campus and off-campus students.

Plan for Improvement

- Investigate sources of funding to increase library hours.
- Investigate options for implementing electronic reserves.

II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The security and maintenance of the library building and property are ensured by library and district staff and through external contracts. The library building is armed at key access doors. The alarm system was recently updated, and a keyless entry system was installed in March 2007. As part of a safety improvement project, the district overhauled the library's fire alarm system in summer 2005. Building maintenance, including maintenance of the library's lighting systems, is handled by the district's facilities department. The campus contracts with outside agencies to provide technical support for elevator maintenance and repair.

Sensors on all print and non-print resources and controlled entry/exit through a 3M checkpoint ensure the security of the library's inventory and equipment. Patrons must be registered borrowers of the Peninsula Library System with a current library card to borrow library materials.

Library computers are maintained by library staff, by the district's Information Technology Services (ITS), and through outside maintenance contracts. The library has purchased an additional contract to cover potential damage to laptop computers. A service contract with Specialty Underwriters covers the library's laser printers. New Cal Industries manages maintenance of copy machines. The district Information Technology Services (ITS) is responsible for servicing multimedia equipment, including TVs, VCRs, DVD players, and projectors.

The library is in the process of updating its emergency plan. It is a member of the Bay Area Mutual Aid Network, which provides assistance and materials in case of a library disaster.

Assessment

College of San Mateo meets this standard. Safety and maintenance are periodically assessed through program reviews. Ongoing identification and resolution of problems are facilitated through communication and cooperation among library staff, the district's facilities department, Information Technology Services (ITS), and college administrators. The use of security sensors to prevent theft of library property is mostly effective.

Computer service and equipment requests to ITS are submitted through an easy-to-use online form (Ref. 56). Response time from ITS has been excellent.

Several facilities and maintenance issues identified in December 2003 have been addressed (Ref. 57). An update of the library building was included in the list of projects to be funded by a bond measure passed in November 2005, and the library has identified issues it would like to see addressed (Ref. 58).

The library's major safety and maintenance concerns are the frequent malfunction of the main passenger elevator and the timely replacement of ceiling light bulbs in the main reading room and mezzanine book stacks. Students have left comments about the poor lighting in the suggestion box (Ref. 49). Between 2004 and 2006, there were at least seven incidents of people trapped inside the elevator (Ref. 59). Some staff members will no longer take the elevator out of fear of being trapped (Ref. 60). According to district staff, a final renovation of certain areas in the library is planned as part of the second phase of capital improvements; however, the college should investigate options as soon as possible for improving the safety and reliability of the main passenger elevator.

Plan for Improvement

- Assess existing overhead and book-stack lighting.

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 participates in several consortia and cooperative purchasing agreements to minimize costs of materials and services. The most significant of these are the Peninsula Library System (PLS) for print and online resources and the [California] Community College Library Consortium (CCLC) for the purchase of online resources.

Membership in the Peninsula Library System (Ref. 5) provides numerous benefits to the library, including cost-effective access, maintenance, and technical support of the integrated library system; substantially discounted rates for shared online periodicals and databases; and delivery services among the member libraries. The PLS Administrative Council, whose members include library directors from each participating library and the director of district Information Technology Services, serves as the system's governing body. The PLS is governed by a joint-powers agreement (Ref. 61) that defines the terms for cooperation, resource sharing, costs, and strategies for managing, maintaining, and operating the shared integrated library system and a wide-area network.

The library subscribes to the majority of its electronic databases through the Community College Library Consortium, a joint program of the Community College League of California and the Council of Chief Librarians of California Community colleges, which negotiates prices and contracts with vendors of online resources on behalf of participating community college libraries. No formal agreement, per se, exists between College of San Mateo and the Consortium; rather, the agreements are between the library and the individual vendors.

As often as is feasible, library staff participate on committees involved in the decision-making processes for the procurement of materials and services provided by all consortia partners. Librarians and staff members regularly monitor the reliability and performance of databases to which the college subscribes and report problems and issues to consortia managers.

Assessment

College of San Mateo meets this standard. The library takes responsibility for and assures the quality, performance, and reliability of all services provided either directly or through contractual arrangement. Benefits include discounted pricing on databases, print and electronic e-books, supplies, technical support, services, and equipment.

The PLS Administrative Council meets monthly and continuously evaluates the state of library systems and emerging information technologies to ensure that the most effective technologies are being deployed to provide the highest quality of information resources. After an exhaustive and inclusive selection process, the PLS implemented a new integrated library system in August 2005. PLS recently conducted a usability study of the user interface of the new catalog and made changes based on the study's findings (Ref. 62).

Members of the Consortium's Electronic Access and Resources Committee meet three times a year to evaluate the adequacy and quality of current and new vendor products, posting reviews on the consortium's website (Ref. 63).

Plan for Improvement

None needed at this time.

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

Evaluation of library programs and services during annual program reviews provide information that fosters the continual improvement of library services, equipment, and facilities (Ref. 8, 9, 10, 11, 12, 13).

As the result of a plan contained in the 2001 accreditation self study, the library now regularly surveys students and faculty to learn how better to serve their needs. There is a suggestion box in the library, and in fall 2005 the library placed a touch-screen survey near the library reference desk. Service-learning students conducted surveys using mobile tablet PCs at a variety of campus locations. The library has worked with the Office of Articulation and Research to develop web-based surveys.

The Library Advisory Committee, a subcommittee of the Academic Senate, provides a forum for campus dialogue on library services and issues (Ref. 64).

Quarterly, librarians and the library director record and review statistics on the use of library resources and equipment. Statistics related to library usage, circulation of materials, number and type of reference questions, library instructional activities, interlibrary loan, inventory, and use of library computers are regularly posted on the library's intranet (Ref. 65).

The library has also established student learning outcomes for instructional and library support service areas (Ref. 66).

Assessment

College of San Mateo partially meets this standard. According to the 2005 accreditation surveys of faculty and administration and of students, there is disagreement on the adequacy of library resources. Eighty-eight percent of students responded that resources in the CSM library meet their needs (Ref. 67, section III, question 29) while only 55 percent of faculty thought the library's collection is adequate for student research (Ref. 68, question 43). About 48 percent of faculty thought the library's collection is adequate for their own professional and course development research (Ref. 68, question 42).

Whenever feasible, the library acts on recommendations and feedback from students, faculty, staff, and community members. Since the 2001 accreditation self study, feedback from program reviews has led to innumerable improvements in materials, equipment, and services, many of which have been discussed earlier in this standard. Among the improvements not mentioned earlier are appointing librarians to the Academic Senate Governing Council and Committee on Instruction, establishing an email reference service, and fixing the HVAC system to stop water leaks from overhead pipes and prevent severe temperature fluctuations.

The library continually monitors suggestions in the library suggestion box and results of student surveys and, whenever appropriate and feasible, seeks to implement suggestions.

The library has only just begun to develop student learning outcomes and is in the process of designing appropriate measures for assessing them.

Plan for Improvement

- Investigate more fully the discrepancies between faculty and students regarding the adequacy of library resources.

Evidence – Standard II.C

Ref. #	Title of document	Source
1	CSM Library Mission Statement	< http://www.smccd.net/accounts/csmlibrary/mis-sion.pdf >
2	CSM Strategic Plan, 2006-2008	< http://www.collegeofsanmateo.edu/webpages/images/strat_plan_06.pdf >
3	College of San Mateo Library Collection Development Policy	< http://collegeofsanmateo.edu/library/coldev.pdf >
4	College of San Mateo Permanent Course Approval Form	< http://www.smccd.net/accounts/csmcoi/forms/formpermanentcrs.doc >
5	Peninsula Library System	< http://plsinfo.org/aboutus/plsinfo.htm >
6	Innovative Interfaces: Millennium –Integrated Library System	< http://www.iii.com/mill/index.shtml >
7	CSM Library Archives	< http://www.collegeofsanmateo.edu/archives/ >
8	Library Program Review, 2002-03	Hard copy available in standard box
9	Library Program Review, 2003-04	Hard copy available in standard box
10	Library Program Review, 2004-05	Hard copy available in standard box
11	Library Program Review, 2005-06 pt. 1	Hard copy available in standard box
12	Library Program Review, 2005-06 pt. 2	Hard copy available in standard box
13	Library Program Review, 2006 -2007	Hard copy available in standard box
14	CSM Library Age of Collection Report	Hard copy available in standard box
15	Librarian Staffing at Bay Area Community Colleges	Hard copy available in standard box
16	CSM/RCL Core Collection Comparison	Hard copy available in standard box

17	Circulation Statistics, 2003 - 2006	Hard copy available in standard box
18	2001 Accreditation Self-Study: Standard 6: Information and Learning Resources	< http://smccd.net/accounts/csmaccredit/2001selfstudy/s6.pdf >
19	Pizza and Book Party Announcement	Hard copy available in standard box
20	Library Information Technology Plan, 2001-2005	< http://www.smccd.net/accounts/csmaccredit/resources/smccdreports/SMCCCDLibraryTechPlanJune.pdf >
21	Library Information Literacy Competency Mission Statement	< http://www.smccd.net/accounts/csmlibrary/info/lit.pdf >
22	Academic Senate Governing Council Meeting Minutes, 10-08-02	Hard copy available in standard box
23	Academic Senate Governing Council Meeting Minutes, 12-10-02	Hard copy available in standard box
24	Faculty Workshop Outline	Hard copy available in standard box
25	Library tutorials webpage	< http://www.smccd.net/accounts/csmlibrary/tutorialsall.htm >
26	Writing Center tutorials statistics	Hard copy available in standard box
27	LIBR 100 Course Outline	Hard copy available in standard box
28	LIBR 107 Course Outline	Hard copy available in standard box
29	LIBR 110 Course Outline	Hard copy available in standard box
30	LIBR 665 Course Outline	Hard copy available in standard box
31	LIBR 680 Course Outline	Hard copy available in standard box
32	LIBR 101 Course Outline	Hard copy available in standard box
33	LIBR 105 Course Outline	Hard copy available in standard box
34	LIBR 105 Course Outline (continued)	Hard copy available in standard box
35	"What the Fork?" Learning Community Scheduling Form	Hard copy available in standard box
36	Description of Rising Scholar Learning Community	< http://www.smccd.net/accounts/csmlcom/RisingScholars/RisingScholars.htm >
37	CSM Accreditation Survey, San Mateo County Business Leaders, Spring 2005	< http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/BusinessLeaders/BusinessLeaders_Index_of_Importance.pdf >

38	CSM Accreditation Survey – Students, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Students/Student_All_Survey_Items.pdf >
39	Summary of Library Orientation requests	Hard copy available in standard box
40	Email Regarding Library Orientations	Hard copy available in standard box
41	Summary of Student Responses to Library Orientation questionnaire	Hard copy available in standard box
42	Summary of Library Class Enrollments, 2001- 2006	Hard copy available in standard box
43	LIBR 110 Informational Flyer	Hard copy available in standard box
44	SAM User Sessions	Hard copy available in standard box
45	College of San Mateo Library webpage	< http://collegeofsanmateo.edu/library >
46	2001 Accreditation Self-Study: Standard 6: Information and Learning Resources	< http://smccd.net/accounts/csmaccredit/2001selfstudy/s6.pdf >
47	Intra-Library and Inter-Library Loan Policy (ILL)	< http://www.smccd.net/accounts/csmlibrary/illpolicy.pdf >
48	CSM Accreditation Survey – Students, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Students/Student_All_Survey_Items.pdf >
49	Suggestion Box Comments	Hard copy available in standard box
50	Library Advisory Committee Minutes	Hard copy available in standard box
51	Accreditation Survey – Enrolled Students, Fall 2005, Open Ended Comments	< http://www.smccd.edu/accounts/csmresearch/AccreditationRelatedSurveys.html >
52	Community College Library Hours	Hard copy available in standard box
53	CSM Library Circulation Statistics	Hard copy available in standard box
54	Spring 2006 ILL Statistics	Hard copy available in standard box
55	Fall 2006 ILL Statistics	Hard copy available in standard box
56	Information Technology Services: ITS Service Request Form	< http://smccd.edu/ITServicesForm/ >
57	Library Facility Issues Memo, 12/2003	Hard copy available in standard box
58	CSM Library Projects for Bond II Consideration	Hard copy available in standard box

59	CSM Library Lobby Elevator Incident Log	Hard copy available in standard box
60	Emails regarding library elevator	Hard copy available in standard box
61	Amendment to Joint Powers Agreement of the Peninsula Library System.	Hard copy available in standard box
62	Memo about Changes to Online Catalog in Effect Based on OPAC Usability Report	Hard copy available in standard box
63	Council of Chief Librarians/Community College Library Consortia website	< http://www.cclibraries.org/committee/members.html >
64	Charge of Library Advisory Committee	Hard copy available in standard box
65	Library Statistics Reporting Schedule	Hard copy available in standard box
66	Library Student Learning Outcomes	Hard copy available in standard box
67	CSM Accreditation Survey – Students, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Students/Student_All_Survey_Items.pdf >
68	CSM Accreditation Survey (Standard II) – Faculty and Administration, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Faculty/FacultyStd_2.pdf >
69	ADA Transition Plan	URL will be made available at time of visit