

Standard Six: Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

Overview of College of San Mateo Information and Learning Resources

Information and learning resources and services at the college consist of the following five areas: Technological Support Services, Library and Library Learning Center, Departmental Open Access Computer Labs, Distance Learning Support Services, and Tutoring Services.

Technological Support Services

Technological support services include the district's Information Technology Services (ITS), the district's Centers for Teaching and Learning (CTL), and the Instructional Technology Service and Support Group (ITSSG).

A new organizational and service framework was approved during mid-summer 2000 and consolidates management and day-to-day operations of all three colleges' technology support services at the district level; this new approach was phased in during the fall 2000 semester. This new organization is separate from, but linked to, the district Information Technology Services and the district Centers for Teaching and Learning. A new full-time district technology supervisor will coordinate personnel supervision, project management, project planning, and technology evaluation; day-to-day services will be handled using a new centralized dispatch approach and newly acquired online resource management tools to support a help desk or "customer service" center.

The district director of Information Technology Services, who also serves as the college's technology officer, supervises the district Centers for Teaching and Learning coordinator; that coordinator has been serving as interim supervisor of the Instructional Technology Service and Support Group.

Information Technology Services has overall responsibility for administrative computing functions and advises on other computing matters. The Centers for Teaching and Learning provide computer training and support for administrators, faculty, and staff, with a branch of the Centers for Teaching and Learning on each campus. The Instructional Technology Service and Support Group has been responsible for maintaining the college's computer and media equipment as well

as delivering equipment to classrooms and laboratories. Under the new organization, the same staff members will continue to be located at the college, but their work will be directed from the district, and technicians will be shared among the district's three colleges as necessary.

Library and Library Learning Center

The college library, on the upper level of Building 9, houses the print collections (general book collection, reference book collection, and magazine/newspaper collections), the non-print collections (microfilm, microfiche, software, etc.), the United States Federal Depository Library, and various special collections, as well as providing 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.

The Library Learning Center, on the lower level of Building 9, contains the Open Access Computer Lab, the Language Laboratory, the Distance Learning Center, and the Tutoring Center.

Departmental Open Access Computer Labs

Twenty-seven computer laboratories established by various academic departments are located in eleven buildings across the campus (Ref. 6.1). Fourteen of these offer some open access to all registered college students, providing workstations for Internet access and general computing needs.

Distance Learning Support Services

Courses that are offered as telecourses or as online courses are supported by an instructional support and services framework that consists of the Distance Learning Office, KCSM-TV services, the district telecommunications network and network services, the library, the Library Learning Center, and various campus computer labs, with faculty offered training, support, and other assistance through the Center for Teaching and Learning.

Tutoring Services

Free tutoring in most subjects is available to students enrolled at the college. While several centers exist to assist students, the Tutoring Center, located in the lower level of Building 9, provides most of the tutoring. Several divisions also provide tutoring in discipline-specific subject areas. These tutoring centers, conveniently located near the course classrooms, include the Business Students' Activity Center, located in Building 14; the Integrated Science Center, in Building 12; and the Math Resource Center, in Building 16. These centers will be referred to as the discipline-specific tutoring centers.

Standard 6.1

Information and learning resources, and any equipment needed to access the holdings of the libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.

Description

Technological Support Services

District Information Technology Services is responsible for planning, installing, and maintaining the telecommunications infrastructure throughout the district. An optical fiber backbone connects nearly all buildings at all three district colleges and connects the colleges to each other; copper cabling connects the computers in the buildings to the fiber backbone.

The College of San Mateo Center for Teaching and Learning, located in Building 17, has available for faculty and staff use ten computers, related equipment, and a variety of software. Faculty use the Center for Teaching and Learning to prepare course materials, maintain Web pages, handle online courses, use e-mail, do research, and track grades. The district Centers for Teaching and Learning is planning to use a facility in the lower level of Building 9 to teach computing skills to administrators, faculty, and staff in a classroom setting.

Instructional Technology Service and Support Group personnel maintain, deliver, and set up faculty-requested instructional equipment, including four computer carts, an assortment of overhead projectors, VCR/monitor combinations, slide projectors, and other standard media equipment. They also oversee a limited library of recorded videotapes and audiotapes. These latter materials will soon be transferred to the Library Learning Center as part of the change in technology support services.

Library and Library Learning Center

In 1994-96, Building 9, the upper level of which houses the library, was rebuilt at a cost of approximately \$4 million. The improvements, which include a new state-of-the-art telecommunications infrastructure, permitted the creation of the Library Learning Center, which houses the Open Access Computer Lab, the Language Laboratory (composed primarily of audiotape and CD players and of recorded materials on reserve, which are handled by the Library Learning Center staff), the Distance Learning Center, and the Tutoring Center.

The library's print resources include 75,000 circulating books and 15,000 reference works, and the library subscribes to 325 magazines. It is also a United States Federal Depository Library holding 1,100 active categories (Ref. 6.2). Via a consortium of community colleges, the library subscribes to Web-based

resources, including encyclopedias and databases, made available via the computers on the district network. Through a CD-ROM tower it provides access to electronic reference materials. In addition, the library belongs to the Peninsula Library System, which also includes Cañada College, Skyline College, and the more than 30 public libraries and branches in San Mateo County; patrons of any one of these libraries can readily locate and request materials from any of the other participating libraries. The resources thus provided, according to the library coordinator, total 2.5 million items.

Library equipment includes microfilm/microfiche readers and printers, photocopy machines, and 21 computers for student use, grouped in an area called the Information Commons. The Peninsula Library System catalog (PLANet), which includes the college's library catalog, is accessible through seven terminals, which also provide printing, and the CD-ROM information tower is accessible through four terminals. The library is seeking a way to provide printing from the tower. Internet access with printing is provided by the remaining computers.

The Library Learning Center has 45 PCs and 6 Macintoshes (all of which provide printing), a scanner, 2 printers, 10 audiotape/CD players, and 4 VCRs with monitors. Also, the center has videotapes, audiotapes, and computer materials which students check out primarily for use in the Library Learning Center. Computer programs are chosen and installed on all the computers in accordance with college policy. Some of these programs allow the Library Learning Center to function as a math laboratory.

Departmental Open Access Computer Labs

The 12 departmental open access computer laboratories have available over 240 PCs and over 70 Macintoshes, most of them with access to printers. The optical fiber network, installed in 1996-97 as part of a district technology upgrade, reaches all college classroom and office buildings, extending Internet access to about 90 percent of these computers.

According to lab coordinators, students are only occasionally turned away due to lack of available computer equipment. Moreover, in the 1999 surveys done expressly for this accreditation self-study, 61 percent of respondents to the *Faculty/Administration Survey* (Ref. 6.3) and 84 percent of respondents to the *Student Satisfaction Survey* (Ref. 6.4) agreed that the labs have an adequate number of computers. Since these surveys, a substantial number of new computers have been acquired for the labs, and a new lab, which has been opened to serve business and social science faculty, provides backup for the open access labs.

Distance Learning Support Services

The Distance Learning Office creates guides, schedules, and other materials (Ref. 6.5) which are provided to instructors and individual students to support the telecourse component. Video copies of each unit of every telecourse are kept on

reserve at the Library Learning Center service desk; students can view videos in the Distance Learning Lab or take them home on 24-hour loan. Semester rental of tapes is also available. "Video-on-demand" technology has not been acquired by the college or the district.

The online course component is supported by the district's network equipment and extensive telecommunications infrastructure (if the instructor chooses to use district equipment). Each instructor is responsible for creating or organizing support materials for an online class and for posting such materials on the course Web site. The Distance Learning Office provides no specific support for course faculty and students for online courses but will assist any instructor as needed. The college Center for Teaching and Learning assists online instructors in a variety of ways. All district telecommunications infrastructure is available 24 hours a day, 7 days a week. Students have access to Internet-capable computers in the Library Learning Center or in other campus computer labs and centers during open access hours. And through the Peninsula Library System agreement, students can also use Internet-capable computers at any one of over 35 public library sites.

Tutoring Services

Because the Tutoring Center, in Building 9, is adjacent to the Open Access Computer Lab, the lab's computers are also available for tutoring purposes when appropriate, although no tutorial software is provided there. The Business Students' Activity Center and the Integrated Science Center have a few computers that are also available for tutoring assistance. However, the college has not explored large-scale use of tutorial software programs and online tutoring services.

Appraisal

Technological Support Services

The committee's discovery process has revealed that the telecommunications infrastructure is generally considered excellent by Information Technology Services users, including the committee members working on this report.

According to the college Center for Teaching and Learning coordinator, only six of the ten computers in the center meet current standards of memory and speed for Internet use. A more up-to-date computer is scheduled to replace an outdated one during the fall 2000 semester. Observation indicates that during most of the day there is enough equipment available, but this is not always the case just before the start of evening classes.

Also, until recently there was not enough computer and media equipment for classroom delivery. The media service technician who coordinates delivery reported that before spring 2000, demand for the computer carts and slide

projectors exceeded their availability and that many of the VCR/monitor combinations and slide projectors were old and needed to be replaced. Further, fewer than half of the respondents (49 percent) to the 1999 *Faculty/Administration Survey* agreed or strongly agreed that adequate equipment, such as projectors and VCRs, was provided. Instructional Technology Service and Support Group staff report that equipment repairs and purchases have rectified this situation.

Library and Library Learning Center

Although sharing resources through the Peninsula Library System has allowed the library to provide materials and services within an extremely constrained budget, the print collection falls below the standards of the American Library Association, whose minimum standards, like those of Title 5, call for 120,000 print items and 725 magazine and journal subscriptions. Library staff have determined that much of the book collection is outdated, only 5 percent of the items being more recent than 1994. Over 30 percent of the respondents to the *Faculty/Administration Survey* reported the print collection inadequate. The electronic holdings, however, according to the coordinator, are broad and comprehensive.

The library equipment is more than adequate, according to library staff who responded to the *Library Services Questionnaire* (Ref. 6.6). The coordinator reports that the Library Learning Center equipment and holdings are state-of-the-art.

Departmental Open Access Computer Labs

There are sufficient computers in the departmental open access computer labs with appropriate software to serve the needs of students. Equipment is generally adequate, although some of the smaller labs that have been established in an ad hoc fashion lack up-to-date equipment. Due to its age, much of this older, nearly obsolete equipment can no longer be effectively supported.

Distance Learning Support Services

College support for telecourses and online courses is strong and effective; good efforts are made by the Distance Learning Office and the Centers for Teaching and Learning to actively support instructors and students. Most telecourse students appear to use non-college equipment to view and record broadcasts, but the college provides a sufficient number of alternative options to fully support any telecourse student. "Video-on-demand" service is not a realistic or cost-effective option at this time.

Online instructors receive assistance or support from the Distance Learning Office upon request, but there are few requests. Online courses are fully supported by the district's network equipment and telecommunications capabilities. Students have easy access to computers if they need one to use when enrolled in an online class.

Tutoring Services

Each tutoring area seems adequately equipped with basic resources and equipment. However, the opportunities for use of tutorial software programs and online tutoring resources have not been explored by the college, and there are no plans in place to do so.

Plan

None

Standard 6.2

Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Description

Technological Support Services

The selection of appropriate equipment depends on a technological vision shared by the college community. To assure such a vision, the college is updating and extending Information Technology Services' existing technology plan, which is stated in the 1995 document *Technology for 21st Century Learning* (Ref. 6.7). That plan included a vision statement and recommendations for action. Almost all of its goals have now been met. The plan did not make specific technical recommendations, so divisions, generally under the guidance of divisional faculty committees, have decided individually what equipment and furniture should be purchased for their computer laboratories. This procedure ensured faculty involvement but did not require Information Technology Services assistance in selecting materials and equipment and in providing for their maintenance.

In November of 1999, an instructional technologies ad hoc committee, now called the Campus Computing Committee, was appointed. It includes administrators and staff appointed by the college president and faculty appointed by the Academic Senate through the Governing Council. Its charge is to augment the existing technology plan and make recommendations to the college president for action, both immediate and long-term, as well as to recommend a governance structure and composition for an ongoing college technology committee yet to be established. To further ensure faculty involvement, this ad hoc committee has been chaired by a faculty member and has surveyed faculty about technology needed for instruction. The survey and other information will guide the committee as it drafts an updated technology plan in 2000-2001.

Maintenance of computers and media equipment has been handled by the Instructional Technology Service and Support Group staff, reporting to an interim supervisor. The supervisor had been stationed full-time at Cañada College until April 2000, when he was assigned to College of San Mateo three days a week. The lack of an on-site manager sometimes meant that the technicians, not a supervisor, had to decide what the most pressing repair problems were, and according to the district director of Information Technology Services and the Instructional Technology Service and Support Group staff, sometimes the technicians repaired equipment that should have been replaced. Instructional Technology Service and Support Group services are beginning to be consolidated and centralized into a district operation. Work assignments, priorities, and management of repair services will be handled by a new district supervisor. New resource management software (Web+ Center) has been acquired to manage service requests and workflow.

Most of the equipment that the college has recently acquired is related to computer technology, and purchases of traditional equipment were neglected until spring of 2000, although faculty continued to request delivery of such equipment as overhead and slide projectors. As noted above, due to lack of working equipment, not all requests for traditional equipment could be filled. To meet faculty equipment needs, some divisions began purchasing their own equipment to supplement the college holdings.

Library and Library Learning Center

The library's *Collection Development Policy* (Ref. 6.8) gives responsibility for selection of materials to faculty librarians and members of the library staff and states that the library will regularly invite faculty recommendations for purchase of new materials. However, although some of the library staff indicated in the *Library Services Questionnaire* that the faculty make requests, the coordinator reports that in the last three years the library has not actively solicited purchase recommendations from classroom faculty.

The Library Advisory Committee, a subcommittee of the Academic Senate's Committee on Instruction, was established to foster greater faculty involvement with the library. For the past year, it has focused its attention more on the Tutoring Center than on the library itself.

The library faculty from all three colleges in the district developed a proposal that led to the purchase of new computer equipment in both the library and the Library Learning Center, although the specific equipment purchased was determined by district policies. The materials in the Library Learning Center have been selected by individual faculty and by academic departments.

Departmental Open Access Computer Labs

Most of these labs are faculty driven. Proposals for establishment, expansion, or upgrade of departmental open computer labs are generated by faculty, discussed at the department and division levels, and approved by deans and College Council. There has been little collaboration between divisions on lab planning.

Within personnel and budget constraints, Instructional Technology Service and Support Group technicians manage contracted vendor maintenance for the Pentium machines, covered by a three-year contract with the vendor, and provide maintenance for the other computers in these labs. Until spring 2000, Macintosh support was limited. Where Instructional Technology Service and Support Group technicians are unable to provide support, divisions must provide their own support. In the 1999 *Faculty/Administration Survey*, 42 percent of respondents indicated that college computing equipment was not well maintained. However, one additional computer support technician has since been hired and an electronics technician has returned from extended medical leave. According to the district director of Information Technology Services, the new district-managed approach to technology support services has been designed to provide for better and more flexible allocation of technical support personnel to the three colleges.

Distance Learning Support Services

KCSM-TV, which is licensed to the district, provides broadcast and cablecast services for telecourses; KCSM equipment needs are handled internally. The Distance Learning Office creates a broadcast schedule as part of each course's orientation session packet. The schedule is also in each month's KCSM-TV program guide, on the KCSM-TV Web site (which is linked with the CSM home page), and in the *Schedule of Classes*.

The Distance Learning Lab has five televisions and VCRs to support students taking telecourses; maintenance and support are provided by the Instructional Technology Service and Support Group. The Library Learning Center has 51 Internet-capable workstations that are available to students taking online courses, and the 12 other campus labs with Internet-capable workstations are available to these students during open access hours. Equipment specifications and network designs are provided by district Information Technology Services; technical support and maintenance for computer labs is provided by Instructional Technology Service and Support Group personnel. The Library Advisory Committee provides oversight concerning the Library Learning Center, and equipment needs in other labs are handled by departmental faculty.

In the college Center for Teaching and Learning, faculty have access to computer hardware and software needed to create and teach online courses. The district Information Technology Services and the district Centers for Teaching and Learning are responsible for Center for Teaching and Learning configuration and equipment; technical support is provided by the Instructional Technology Service and Support Group. District Information Technology Services is responsible for

maintenance of, and upgrades to, the telecommunications and technology infrastructure; it also provides technical support with Information Technology Services staff as well as Instructional Technology Service and Support Group personnel.

Tutoring Services

- **Tutoring Center**

Tutoring Center policy requires that the coordinator communicate with faculty in the various disciplines to confirm that each tutor applicant has the skill and knowledge level required for tutoring. Such confirmation is done in most but not all instances.

The Library Advisory Committee, a subcommittee of the Academic Senate's Instruction Committee, is scheduled to discuss Tutoring Center concerns.

- **Discipline-Specific Tutoring Centers**

Faculty created each of the discipline-specific tutoring centers and also serve as coordinators for each of the centers; thus, faculty are intimately and comprehensively involved with running the centers. In all three centers—the Business Students' Activity Center, the Integrated Science Center, and the Math Resource Center—faculty serve as tutors and participate in hiring student tutors.

- **All Tutoring Centers**

According to the coordinators of each of the centers, there is little collaboration and communication between and among the centers or between the coordinators and the faculty whose students receive tutoring.

Appraisal

Technological Support Services

The need for the 1995 technology plan to be updated is being addressed by the recently created Campus Computing Committee. The district director of Information Technology Services says that if divisions were required to consult systematically with Information Technology Services, it could be more helpful to divisions in planning and creating new computer laboratories.

Not having an on-campus supervisor or coordinator of the Instructional Technology Service and Support Group has sometimes been inefficient; in theory, the new district organizational and service framework for technology support services should resolve this concern. However, Instructional Technology Service and Support Group technicians are concerned that district centralization of their group's services may result in maintenance decisions being made by people unfamiliar with the college situation.

Regarding traditional media equipment such as slide projectors, Instructional Technology Service and Support Group staff feel that the supply is now adequate. It may not always be efficient for divisions, rather than the college, to purchase this type of media equipment.

Library and Library Learning Center

The library faculty have been appropriately involved in the process of selecting equipment, software, and other learning resources, but some faculty feel that involvement of classroom faculty in selecting library equipment and materials is inadequate.

Departmental Open Access Computer Labs

Faculty involvement in these labs ensures that planned curriculum will be adequately supported. Technical support in general has improved with the increase in Instructional Technology Service and Support Group staff.

Distance Learning Support Services

The equipment and infrastructure in place provide strong support to the distance learning program, and the program could be easily expanded without additional equipment or infrastructure costs. Having district/college management and operation of KCSM-TV, and district management of Information Technology Services and of the Centers for Teaching and Learning, means that faculty involvement is limited or non-existent or occurs only through the District Instructional Technology Council.

Ancillary materials, equipment, and/or services (e.g., videos and equipment in the Library Learning Center, Internet-capable workstations in a variety of labs, materials developed and distributed by the Distance Learning Office) are effective support components. These areas fall within the purview of the Committee on Instruction and its subcommittee, the Library Advisory Committee.

Tutoring Services

- **Tutoring Center**

Faculty should be more involved in the process of hiring student tutors, and that process should be more structured and formal to ensure high quality tutors.

- **Discipline-Specific Tutoring Centers**

Faculty involvement as tutors and as coordinators is a strength of these centers. Increasing faculty availability for tutoring and involvement in coordinating and hiring would improve the quality of the centers.

- **All Tutoring Centers**

There should be regular and substantive communication between and among tutor center coordinators, and between tutor centers and the faculty of students served by the centers.

Plan

Technological Support Services

Monitor the effectiveness of and satisfaction with Instructional Technology Service and Support Group services under the new district management structure.

Review the method by which purchases of college media equipment are authorized, to assure proper use of resources and provide for effective faculty involvement in selecting equipment.

Library and Library Learning Center

Have the Library Advisory Committee develop a method to increase classroom faculty involvement in library acquisitions and discards.

Tutoring Services

Design and implement procedures to facilitate communication and coordination of tutoring centers and to improve tutorial services at the college.

Standard 6.3

Information and learning resources are readily accessible to students, faculty, and administrators.

Description

Technological Support Services

Computing accessibility for administrators, faculty, and staff varies. In 1996-1997, the college installed Ethernet connections throughout the campus. Administrators and most office staff are provided computers on their desktops, as are librarians, counselors, and academic advisors. Some other faculty have computers at their desks, but these computers represent a wide range of models, ages, and abilities. Faculty have computers provided by research projects, student laboratory discards, and private benefactors; others have brought in their own computers. Between 1998 and the summer of 2000, more than sixty faculty members received computers for their offices through district interest-free loans, the Faculty Computer Initiative, and the Technology Initiative. Another eighteen received computers during the summer of 2000 through the Technology Initiative or through the district equipment budget. The district pays the cost of Internet access from home for any full-time faculty member who requests it.

The college Center for Teaching and Learning, in Building 17, is open to administrators, faculty, and staff who have completed a brief orientation and have been given an entry code number; 120 had done so as of the spring of 2000. The room is accessible 24 hours a day.

The district Centers for Teaching and Learning classroom at Cañada College provides administrators, faculty, and staff from all three district colleges a free program of dozens of courses; a schedule is periodically provided to staff and is published on the Centers for Teaching and Learning Web site (Ref. 6.9). Sometimes faculty who have wanted to take Centers for Teaching and Learning classes have not been able to do so because of scheduling conflicts, exacerbated by the need to go to Cañada College for the training. To relieve the latter problem, the Centers for Teaching and Learning, as mentioned above, is planning to establish another classroom, at College of San Mateo, in Building 9, and it is also planning to provide more individual instruction in the existing Center for Teaching and Learning location. Instructional Technology Service and Support Group staff also sometimes offer individual computing help to faculty and staff.

Media service technicians, with the assistance of student aides, deliver equipment to classrooms and laboratories on faculty request. The media service telephone line has not always been staffed because the technicians were delivering equipment. Leaving the line unstaffed caused delays in addressing equipment emergencies, including computer and media repairs and non-delivery of equipment. A new district-wide Help Center has been established to resolve this problem; it will be continuously staffed by technicians and will be accessible by phone or via the Web. Also, the technicians are all to be issued pagers so that they can be reached readily anywhere on the three campuses or at the district office.

Library and Library Learning Center

In the fall of 2000, the library hours were increased, and the library is now open from 7:45 a.m. to 10:00 p.m. Monday through Thursday; from 7:45 a.m. to 2:00 p.m. on Fridays; and from 9 a.m. to 1 p.m. on Saturdays. The library hours are displayed in Building 9, publicized on handouts available at the loan desks, printed in the *Schedule of Classes*, and posted on college Web pages. Most of the general book collection is shelved in open stacks, but periodicals must be requested. Handicapped computer accessibility has been provided for by specialized equipment and programs.

The electronic catalogs of the libraries in the Peninsula Library System (PLANet), including College of San Mateo's library, are available over the Internet at <http://www.plsinfo.org>. Books ordered from another library in the Peninsula Library System are delivered to the college within 24 to 48 hours and can be returned at the college. Regional, national, and international interlibrary loans are also available. The library has at least two Web pages connected with the College of San Mateo site, but they do not include links to the online Peninsula Library System catalog. The electronic databases can be accessed from any computer in the district network, but plans to provide access from off campus have stalled due to unresolved problems at the district level. Reference service is available by telephone but not yet by e-mail.

Departmental Open Access Computer Labs

These labs offer open hours based on class schedule and staff availability. Open lab hours vary among the labs but are generally adequate for students' needs. The largest labs, which account for about 90 percent of the available computers in the departmental open access labs, are open at least twelve hours daily Monday through Thursday and at least four hours on Friday and Saturday. Some smaller labs have limited hours due to department budget constraints. In the 1999 *Student Satisfaction Survey*, 85 percent of students indicated that the labs are adequate and accessible, though only 54 percent of faculty and administrators agreed in the *Faculty/Administration Survey*.

These labs have furniture at the correct height for wheelchair access and have assistive software and hardware, as appropriate, for users with disabilities.

No published guide or single Web-based guide exists showing the location and hours of open labs.

Distance Learning Support Services

The college's telecourses are broadcast on KCSM-TV throughout the greater Bay Area and on all cable systems. The broadcast schedules are provided to each student at the first class meeting. Students can also obtain rental videotapes of the complete course and can use videotapes kept on reserve in the Library Learning Center. The Distance Learning Office works with each telecourse instructor to provide information to each student about the range of viewing options. The district's telecommunications infrastructure is available 24 hours a day, 7 days a week in support of online courses.

Tutoring Services

• All Tutoring Centers

All of the tutoring centers are open only in the day and only on weekdays. The Business Students' Activity Center and Integrated Science Center have more restricted hours than the other centers, and only the Tutoring Center and Math Resource Center are open in the summer. During morning hours, all of the centers are busy, but both the Tutoring Center and the Math Resource Center have significantly fewer tutees in the afternoon. The discipline-specific tutoring centers are located near classrooms so that students can easily drop in between classes.

Student access to tutoring in higher level courses is limited by the availability of qualified tutors. When available in the centers, faculty can assist students who are enrolled in these higher level courses.

Information about tutoring services in the *Catalog* (Ref. 6.10) and *Schedule of Classes* (Ref. 6.11) refers only to the Tutoring Center. The Tutoring Center does not have fliers or signs referring to the tutoring services at the discipline-specific tutoring centers. Likewise, none of these centers provides information about the Tutoring Center location or hours. Each of the discipline-specific tutoring centers

is well advertised in the discipline-specific courses, but, beyond that, public relations and advertising are minimal. The Tutoring Center coordinator does some publicity for the Tutoring Center.

Appraisal

Technological Support Services

In general, computing equipment is readily accessible to administrators and office staff, but the college could do more to provide faculty with computers on their desks. According to Instructional Technology Service and Support Group staff, not keeping the media service telephone line staffed used to result in delays in responding to equipment emergencies and in non-delivery of equipment. If the new district operational and service framework functions as planned, its help desk component will alleviate communication and response problems.

Library and Library Learning Center

The library materials are readily accessible, and the new, expanded library hours should help increase student access to the library. The library's Web pages lack links to the online Peninsula Library System catalog, thus limiting accessibility. The library's resources, especially the databases provided over the Web, would be more readily available if they could be accessed through computers outside the district network. Reference service will be more accessible when it can be requested by e-mail.

Departmental Open Access Computer Labs

In general, these labs provide adequate hours, equipment, and software. The lack of a guide to campus labs reduces students' awareness of lab availability.

Distance Learning Support Services

The broadcast schedules and range of alternative viewing options for telecourses ensure ready accessibility for students and faculty. The district's telecommunications network, which operates 24 hours a day, 7 days a week, provides ready access to online courses.

Tutoring Services

• Tutoring Center

The Tutoring Center coordinator could enhance recruitment and promotion by attending division meetings to meet with instructors, distributing fliers and making presentations in classes, and advertising tutor positions and tutor training courses on the Tutoring Center Web site.

Services in the Tutoring Center could be expanded to include online tutoring and computer assisted instruction.

- **All Tutoring Centers**

Students need greater access to tutoring. No tutoring is available during evenings and on Saturdays even though more students attend College of San Mateo at these times than on weekdays during the day. Given that the other community colleges within our district and in neighboring districts have well-publicized tutoring services which are well used in the evenings and on Saturdays, the college would likely have the same student response if evening and Saturday tutoring were provided.

Greater faculty involvement and tutor center-sponsored and organized study groups would help provide students in higher level courses with more tutorial help.

The Tutoring Services sections of the *Catalog* and *Schedule of Classes* should include reference to all of the tutoring centers, giving their locations, hours, and phone numbers, as well as personnel to contact.

Plan

Technological Support Services

Review policies to see if more faculty can be provided with computers at their desks.

Library and Library Learning Center

Evaluate the expanded hours of the library and Library Learning Center, surveying users to determine what days and times are most useful to them.

Redesign the library Web pages to include links to the Peninsula Library System catalog.

Provide off-campus access to the electronic databases on the Web to students, administrators, faculty, and staff.

Departmental Open Access Computer Labs

Create a printed guide and easily accessible Web page, including a map, of all campus open labs, listing hours of open access and software available in each lab.

Tutoring Services

Expand the hours of all centers to assist evening students; the Tutoring Center hours should include Saturdays.

Increase student awareness of all tutoring centers and services.

Standard 6.4

The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Description

Technological Support Services

The director and staff of district Information Technology Services consult with college administration, faculty, and staff on computing issues.

College of San Mateo's Center for Teaching and Learning coordinator is theoretically available to provide computer support to administrators, faculty, and staff from 9:00 a.m. to 6:00 p.m., but her duties elsewhere—including those at the district Center for Teaching and Learning at Cañada College—reduce her availability. The college coordinator reports to the district Centers for Teaching and Learning coordinator, who is on campus three days a week; he in turn reports to the district director of Information Technology Services, whose office is in the district office building. In the absence of the college coordinator, there is generally no other Centers for Teaching and Learning staff member available on campus.

Faculty who received computers through the Faculty Computer Initiative were not required to have training in using them or to demonstrate that they were competent in their use.

In the spring of 2000, Instructional Technology Service and Support Group staff included one electronics technician, three computer support technicians, and two media technicians, with some staff performing work in more than one area. Although frequently supplemented by computer support technicians employed by Information Technology Services, the Instructional Technology Service and Support Group technicians report that there was difficulty keeping up with maintenance until summer 1999, when the college hired an additional computer support technician. This was corroborated in the *Faculty/Administration Survey*, in which 59 percent of the faculty and administrator respondents reported that there was insufficient technical support for computing equipment and 42.5 percent reported that the college computing equipment was not well maintained. According to the district director of Information Technology Services, one of the goals of the new district organizational and service framework for technology support services, which is being phased in during the fall 2000 semester, is to better manage personnel resources to improve the availability of support and to more effectively and efficiently handle maintenance.

The district director of Information Technology Services reports that more technical training opportunities for all technical support service personnel will be provided as a result of the new district operational and service framework. Not only will better management of personnel resources permit more staff to go to training events, but it will also allow for the targeted development of expertise by various staff. However, having technicians staff the help desk may reduce their availability to provide on-site service.

Library and Library Learning Center

The library and the Library Learning Center are supervised by the coordinator of library, tutorial, and learning center services. The library has three full-time librarians, one of whom was hired in the spring of 2000, and three adjunct reference librarians totaling .67 of a full-time position. The library and Library Learning Center have five full-time library/media technicians and one part-time technician at .48 FTE. One full-time instructional aide and one part-time aide work in the Library Learning Center only. In the spring of 2000, the library and Library Learning Center also hired the equivalent of 1.5 full-time student assistants in the library and the equivalent of 2.0 full-time student assistants in the Library Learning Center. A full-time district computer support technician is assigned .48 FTE to the library. Staff training is provided through the Peninsula Library System, district staff development programs, a staff retreat, and classes offered by the Centers for Teaching and Learning, as well as informally.

The coordinator's duties require him to be off campus at times. Some of his staff members are concerned by the fact that when he is not present, the vice president for instruction becomes the manager in charge, leaving them with a very senior administrator to whom they must turn for help with decisions they do not feel they can make on their own.

The library staff provide a variety of services, from finding print and electronic information to checking out materials to assisting students in using the computers and other equipment. The library staff also train students in using a library. This training is currently given both in the main library area and in a classroom in the library. The library staff are developing additional training materials in a variety of formats. Staff reported in the *Library Services Questionnaire* that they would like more training in using the computerized equipment and more chance to update and maintain their skills through training.

Departmental Open Access Computer Labs

There is no centralized approach to college computer lab management. Some labs have designated faculty or staff coordinators, while some have informal faculty coordination. In one case, an Instructional Technology Service and Support Group technician does lab coordination. As a result, lab coordination is not uniform. A lab coordinators committee meets once or twice each semester to share information, identify lab needs, and discuss possible solutions.

All labs have instructional aides, student assistants, or other staff available to help students when they have problems using the computers and software. The student assistants are recruited based on their experience with the software used in the lab and on the courses that they have completed in the respective department. They receive only on-the-job training as lab aides.

Distance Learning Support Services

Ten KCSM-TV staff provide general support to broadcast and cablecast services; in particular, the KCSM-TV program director works with the staff member in the Distance Learning Office concerning schedules, involvement in the Consortium on Learning, and identification of new courses for review by faculty. A hotline phone number allows students and faculty to communicate with the Distance Learning Office. The full-time Distance Learning Office staff member works with each telecourse instructor and presents information about support services at each class orientation session. Information is also available on the Distance Learning Office Web site.

In addition to the Information Technology Services technical support staff of three and the college Instructional Technology Service and Support Group staff of six, the district maintains an Information Technology Services help desk 24 hours a day, 7 days a week to serve staff users of the district network. The district Centers for Teaching and Learning provide a regular schedule of classes, including classes on developing online courses and creating online tools and materials; replacement of the existing desktop computers with laptops will now support a Centers for Teaching and Learning mobile classroom and permit classes to be offered anywhere in the district. The college Center for Teaching and Learning coordinator is assigned to help faculty with online courses. And, the college Disabled Students Programs and Services assistive computer technology specialist is beginning to provide assistance with Web accessibility.

Tutoring Services

• Tutoring Center

Because the Tutoring Center coordinator position is classified, it is limited. The coordinator oversees a relatively small program and cannot teach courses in tutor training because this is not a faculty position. Consequently, the program does not generate attendance credit, and tutor training is limited to a one-hour information session. Due in large part to the lack of tutor training, no formal assessment of tutor effectiveness is performed.

Tutors must be enrolled in a minimum of six units, although waivers in special cases can be obtained for students enrolled in fewer than six. There is little use of non-salaried tutors, such as faculty and community volunteers, or of students earning course credit instead of a salary.

- **Discipline -Specific Tutoring Centers**

Faculty oversee all of these centers. The Integrated Science Center has a classified staff person and the Math Resource Center has an instructional aide to assist with tutoring and with supervision of the tutors. The Business Students' Activity Center faculty hire and supervise the student tutors. The tutors in all of the discipline-specific tutoring centers are hired because of specific course knowledge; the general college guidelines for tutor qualifications are not followed. No general tutor training is provided for any of the tutors working in the discipline-specific tutoring centers, and no formal assessment of tutor effectiveness is performed.

Appraisal

Technological Support Services

The college Center for Teaching and Learning provides excellent assistance to the college administrators, faculty, and staff, but the coordinator's workload is heavy. Centers for Teaching and Learning classes have been underutilized because of the need to go to Cañada College for classroom training, but creation of a Centers for Teaching and Learning classroom in the lower level of Building 9 and the mobile classroom effort by which such classes can be held elsewhere on campus should alleviate this problem.

Due to lack of training, some of the faculty who received computers through the Academic Senate program have not made effective use of them despite the availability of help through the Centers for Teaching and Learning workshops and staff and the Instructional Technology Service and Support Group. The district's acquisition of new laptops and related equipment to allow for a mobile classroom should improve faculty access to Centers for Teaching and Learning training and courses.

Instructional Technology Service and Support Group staff, like the staffs of the college and district Centers for Teaching and Learning, are exceptionally helpful and patient but stretched thin. It is not yet clear what additional resources will be provided under the new district-managed setup to provide additional training opportunities.

Library and Library Learning Center

According to their coordinator, the library staff have appropriate professional expertise and experience. Hiring a new librarian in the spring of 2000 was a major step toward alleviating a longstanding shortage of librarians. Before this hire, the staff, according to the *Library Services Questionnaire*, considered themselves a skeleton crew. The addition of a full-time librarian is a long overdue improvement but will probably not completely solve the understaffing. Staff also report that they would like more professional development opportunities.

It seems inefficient for staff, in the absence of the coordinator, either to wait for his return or to turn to the vice president for instruction with minor but urgent problems which they feel they do not have the authority or information to solve themselves.

Departmental Open Access Computer Labs

The lab coordinators committee does not produce effective coordination among the labs. There is a general lack of uniformity and consistency in lab policies and in the quality of staff support available to student users. Lab aide training is not systematic and is in some cases inadequate in depth or breadth, resulting in uneven support to lab users.

Distance Learning Support Services

The combined district-college technical and operational support activities for distance learning provide full support for the telecourse program and for online courses. Valuable training and assistance are being provided by the district and college Centers for Teaching and Learning staffs. The Distance Learning Office has established routines and assistance activities that provide essential support to telecourse instructors and students whenever appropriate.

Tutoring Services

• All Tutor Centers

Tutoring is not an easy endeavor. Paid tutors should receive quality training and regular assessment in order to work effectively with students; this is not the case at College of San Mateo. Students seeking help in the Math Resource Center and other centers have sometimes had negative experiences with tutors with little experience and no training. Tutor training should be mandatory and comprehensive, and assessment thorough and regular. The college needs to find a way to train and assess tutors, and faculty working in the centers might also benefit from specialized tutor training.

Plan

Departmental Open Access Computer Labs

Explore establishing a college instructional lab manager.

Develop a systematic training program for the student assistants in all the labs.

Tutoring Services

Design and implement a comprehensive tutor training and assessment program.

Standard 6.5

The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Description

Technological Support Services

Because the divisions, rather than the college as a whole, have established nearly all of the computer laboratories available to students, the adequacy of funding for their maintenance and improvement varies. Computer maintenance and repair is provided by the Instructional Technology Service and Support Group to the extent possible. Recently purchased Pentium machines, however, are maintained through a three-year on-site service contract with the vendor. There are also older machines that cannot be repaired effectively. Just two of the Instructional Technology Service and Support Group staff are qualified to work on the over 170 Macintosh computers on campus; however, the centralization of the technical support staffs of the three colleges into a district staff will mean that more Macintosh specialists will be available.

Library and Library Learning Center

In 1999-2000, the library budget provided by the college included \$1,019 for general books, \$16,000 for print reference works, \$3,023 for electronic resources, and \$12,000 for periodicals. These amounts were supplemented by \$116,000 from state funds, including Telecommunications and Technology Infrastructure Program money. No money is budgeted specifically for CDs, audiotapes, and videotapes, and few are purchased. The district pays the costs of belonging to the Peninsula Library System for all three colleges.

The new computers in the library are maintained by Telecommunications and Technology Infrastructure Program money from the state, which is distributed to the colleges by the district. The district also provides the computer technician who is assigned for .48 FTE of his load to the library. In contrast, when the computers were installed in the Library Learning Center, no money was set aside for their maintenance, and, like the computers in other open access computer laboratories, they are serviced through the Instructional Technology Service and Support Group. As the computers age, they will increasingly require repair and replacement.

The library and Library Learning Center have provided security by installing a book theft detection system purchased from 3M. Building 9 is alarmed, but until recently the alarm was not connected to a security company or system, in part because the district was considering hiring a single firm to provide this service for all three colleges. Since this did not happen, the decision was made to select a

private alarm company by July 1, 2000, for Building 9. This system is now in operation. Some staff reported in the *Library Services Questionnaire* that they felt that too many keys to Building 9 have been issued; others reported that staff who should have keys are not given them.

Departmental Open Access Computer Labs

The district and college provide limited funding for computer maintenance costs. The divisions, both from limited discretionary funds and from outside funds, pay for lab improvements and hardware and software acquisition and upgrades. The college depends in large part on state categorical funds and outside grants for computer lab expansion and upgrading. However, the lead-time from proposal to approval is quite long. Divisions have been extremely vigorous in seeking outside funding sources, often working with the college development office. Sometimes partial equipment purchases are made and the remainder completed when more funds become available. Sometimes slightly inadequate equipment is purchased in order to obtain the necessary quantity of lab resources. Most divisions have provided their labs with security alarms connected to off-site 24-hour monitoring centers.

Distance Learning Support Services

Financial support for KCSM-TV is provided by membership, fund-raising, external grants, and other sources and is supplemented by the district. Financial support for the district and college Centers for Teaching and Learning comes from state Telecommunications and Technology Infrastructure Program funding; decisions about the use of these funds are made at the district level. The district supports the telecommunications infrastructure, connectivity, and technical support costs with a mix of local and Telecommunications and Technology Infrastructure Program funds.

The college budget covers costs for the technical support and maintenance provided by the Instructional Technology Service and Support Group. In addition, the college budget covers the Distance Learning Office expenses (staff, supplies, and broadcast license costs for telecourses); however, any program expansion or growth would require additional staff, which has not been budgeted.

Tutoring Services

• Tutoring Center

The college Office of Instruction funds the Tutoring Center. The budget for tutors was \$24,000 in the 1999-2000 academic year, having roughly doubled in the last five years. Since the college does not offer tutor training courses or enroll tutees in courses to receive tutoring, the college does not receive credit or non-credit FTES from providing tutoring. Thus, providing tutoring does not generate money to support the program. Although funding has been sought from other campus sources, such as the Student Senate, no monies have come from alternative sources.

- **Discipline -Specific Tutoring Centers**

The college Office of Instruction also funds the discipline-specific tutoring centers. The Business Students' Activity Center uses VTEA funds to supplement Office of Instruction funds. The divisions supporting the Integrated Science Center and the Business Students' Activity Center are not given advance notice regarding the amount of money that will be available for those centers. The Math Resource Center is provided \$5,000 per year for student tutors by the Office of Instruction.

- **All Tutoring Centers**

Tutors receive between \$6.75 and \$7.70 per hour under current policy and budget constraints.

Appraisal

Technological Support Services

The district director of Information Technology Services and the Instructional Technology Service and Support Group technicians report that divisions often have not set aside adequate funds to maintain the equipment in their computer laboratories. As the equipment ages, it increasingly needs repair and upgrading.

Library and Library Learning Center

According to its coordinator, the library has insufficient acquisition funds, allowing for purchase of under 1500 items per year, compared to the 7,200 minimum recommended by the American Library Association or the 3,600 under Title 5 guidelines. Similarly, the library can subscribe to only 325 periodicals, not the 725 minimum called for by Title 5. Although the library has creatively found funding outside the college budget, relying on soft money for print purchases does not provide stability. The materials provided through the Peninsula Library System add substantially to the library's resources but do not necessarily correspond to purchases a college library would make.

Over 40 percent of respondents to the *Faculty/Administration Survey* indicated that the selection of library materials is not adequate for their use and that of students. As noted above, much of the book collection is old; recent print purchases have been woefully inadequate.

The staff responding to the *Library Services Questionnaire* reported that the .48 FTE assignment of the library computer technician is not adequate. It will be an inefficient use of resources not to be able to maintain the Library Learning Center computer equipment due to the fact that money has not been set aside for this purpose.

Since the district is not proceeding with Information Technology Services plans to engage the services of a district-wide security firm, the decision to hire a private

alarm company for Building 9 is appropriate. Staff concerns about how many keys have been issued deserve exploration.

Departmental Open Access Computer Labs

The college lacks the financial capability for regular and sustained upgrading of computer labs and must rely on the state and other sources. The long lead-time from proposal to allocation of funds makes it difficult to keep labs current. Moreover, there is frequently no way to anticipate whether or how much funding will be available for specified needs, which makes planning difficult.

Distance Learning Support Services

The mix of district and college resources provides the most cost-effective approach to support for distance learning. However, the college budget is not sufficient: technical support and maintenance by the Instructional Technology Service and Support Group was until recently inadequate due to lack of staff; equipment upgrades and replacements depend on one-time state funds or grants; library acquisitions are too limited. No budget planning or review process is available to systematically address these deficiencies or develop short-term or long-term plans.

Tutoring Services

• Tutoring Center

Recent funding increases have covered the increase in the tutor salary schedule and provided tutoring in certain subjects during weekday daytime hours. However, there is not enough funding to provide tutoring for evening and Saturday students. In addition, better advertising and promotion of the tutoring services might result in greater demand and exacerbate the situation.

All student contact hours in a facility with a faculty coordinator position can be sources of money for the college. If the college had a faculty Tutoring Center coordinator position or a faculty member to teach courses for tutor training and for tutees, offering tutoring services would generate money to support the program. However, it is not clear that the FTES money brought in from students enrolling in tutoring courses would offset the increase in salary for a faculty coordinator or the money required to pay a faculty member to teach the courses.

• Discipline-Specific Tutoring Centers

With regard to these centers, current funding is not adequate to cover the cost of extending tutoring center hours, the higher wage needed to attract higher quality tutors, and the cost of additional tutoring. Also, to aid in planning, the divisions should have advance notice about the funding available for each academic year.

Plan

Technological Support Services

Review and/or establish college and district services and plans to ensure adequate maintenance and upgrading of computer equipment in laboratories.

Library and Library Learning Center

Establish a realistic, ongoing library budget provided by the college to assure maintenance and improvement of the library collections and to provide adequate staff time for computer maintenance in the library and Library Learning Center.

Review building security measures, including distribution of keys.

Departmental Open Access Computer Labs

Alter the college and division funding procedures in order to shorten the time from proposal to allocation.

Tutoring Services

Explore options for increasing funding to increase the quantity and quality of tutorial services the college provides.

Provide budget information in advance to all centers.

Standard 6.6

When the institution relies on other institutions or other sources for information and learning resources to support Information Technology Services educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Description

Library and Library Learning Center

Since 1985, the district has been part of a joint powers agency, the Peninsula Library System, which serves all of San Mateo County (Ref. 6.12). The members include eight city libraries, the county library, six hospital libraries, and the libraries of each of the three colleges in the district. All of the libraries share an online information system, system technology management, and a telecommunications infrastructure, as well as sharing all aspects of materials circulation, delivery, and reference and collaborating in various other ways. The district's membership in this agency is widely reflected in signs, brochures, catalogs, and other publications, and the college's library patrons are issued Peninsula Library System, rather than college, cards.

As a United States Federal Depository Library (so designated in 1987 following approval by the San Mateo County Community College District board of trustees), the library provides access to a wide array of information resources, most housed in the Government Documents Room of the library. The materials are listed in the online catalog and Government Printing Office catalogs. The library also provides access to government Web sites and materials in electronic formats.

Appraisal

Library and Library Learning Center

The library coordinator reports that district membership in the Peninsula Library System joint powers agency provides greater resources and services than are available at many four-year colleges. The arrangement is clearly defined in the joint powers agency agreement and in subsequent agreements involving telecommunications infrastructure and network support, as well as reflected in the manner in which library services are provided by the district colleges.

The library's role as a United States Federal Depository Library is clearly defined by the agreements into which the district has entered, and the collections so provided are broad in scope and generally adequate. However, the coordinator reports that limited numbers of campus and community clients use these resources. Many government documents and reports are now available via the Web, so there is some question about the future of the depository program. In the near future, the library will need to reevaluate participation in this program.

Standard 6.7

The institution plans for and systematically evaluates the adequacy and effectiveness of Information Technology Services learning and information resources and services and makes appropriate changes as necessary.

Description

Technological Support Services

The Campus Computing Committee began evaluating the college's technological learning and information resources in 1999-2000.

Information Technology Services, including the Centers for Teaching and Learning branches at all three colleges, was evaluated in 1999 by external technology consultants who reported their findings and recommendations to the board of trustees (Ref. 6.13). In addition, the major administrative support functions of Information Technology Services are typically included as part of the

external Audit of Fiscal Services. The Instructional Technology Service and Support Group meets at the beginning of each semester to discuss its effectiveness and to plan projects and strategies for the coming semester, but the group is not formally evaluated by the college. According to the district director of Information Technology Services, monthly meetings of the centralized technical support services staff will be held to improve communication about the colleges' problems, issues, and needs; a key goal of those meetings will be to improve communication within the staff, provide in-house training, and get staff input for planning.

Library and Library Learning Center

The College of San Mateo *Library/Learning Resources Center Mission and Goals* statement (Ref. 6.14) was adopted in 1992 and has not been reviewed since then. The library has a *Plan of Service 1999-2000* (Ref. 6.15), which details how many hours a week are to be devoted to certain services during that academic year and whether those services are funded internally, by the college, or externally. There are no written, specific plans for the library and Library Learning Center beyond that academic year. However, the coordinator reports that a district-wide five-year library technology plan (Ref. 6.16) was completed in June 2000.

The library and Library Learning Center were scheduled for formal program review in 1998-99 but did not do the review, as the process had not been modified to suit that entity. The library and Library Learning Center have begun to conduct a program review in 2000-2001.

The library staff who responded to the *Library Services Questionnaire* said that they were unaware of any evaluation that may have been done of library services or of any long-term plans to improve the library. Moreover, they said that they are generally uninformed about decisions concerning the library and seldom have staff meetings, and a lack of staff meetings seems to have harmed morale. Because some staff believe that either there is no long-term planning or that they are being kept out of the process, they are experiencing discontent and frustration. In general, classroom faculty do not appear to be very involved with the library or aware of its planning activities.

In addition, the library and Library Learning Center do not systematically survey their users.

Departmental Open Access Computer Labs

The computer labs are formally evaluated as part of the program review process, and informal ongoing assessment of equipment and software needs occurs in department and division meetings. Assessment of lab needs and planning for lab development usually stay within each division, with little communication between divisions and with divisions making little effort to make labs multi-use so that they support each other's curricula. No regularly scheduled campus-wide faculty or student lab assessment survey is undertaken. With regard to planning, divisions

frequently fail to consider technical support when planning lab development and expansion or to include such support in their budgeting.

Distance Learning Support Services

There is no formal college planning and assessment process for the distance learning support and services framework. A district process is in place for KCSM-TV. There is an annual planning requirement for state Telecommunications and Technology Infrastructure Program funding, and this is handled by the district.

Tutoring Services

• All Tutoring Centers

While each of the tutoring centers conducts minimal and/or informal assessment, none of the centers conducts a formal and comprehensive assessment of the effectiveness of the tutoring provided. Little to no information is collected about the tutor and tutee populations or about the frequency of use of the centers.

Appraisal

Technological Support Services

There tends to be a lack of communication between the college community and Information Technology Services leadership. The new organizational and service framework being implemented during the fall of 2000 does not specifically address this issue. It is not clear how development and implementation of the new college technology plan presently being worked on by the ad hoc Campus Computing Committee will be affected by this district framework.

Library and Library Learning Center

The library's mission and goals statement needs updating. The lack of program review seems to have left the library and Library Learning Center staff uninformed about long-range plans and has resulted in some demoralization. Similarly, despite the work of the Library Advisory Committee, the classroom faculty and the library seem to suffer from lack of adequate communication with each other. This situation is likely to interfere with the library's ability to make plans adequately reflecting the needs of classroom instruction.

The lack of a regular survey of library and Library Learning Center clientele makes planning difficult.

Departmental Open Access Computer Labs

The failure of divisions to consider the need for increased technical support when planning lab creation or expansion has resulted in inadequate maintenance of lab equipment and software.

In addition, the failure of divisions to communicate with each other in the process of lab planning and operation has resulted in a lack of college-wide coordination,

and the resultant limited multi-use support reduces students' access to software supporting their courses.

The lack of regular college-wide faculty and student surveys results in insufficient information as to the adequacy of lab facilities.

Distance Learning Support Services

The lack of planning and assessment for distance learning limits the college's ability to respond effectively to change and new opportunities. The lack of clarity about support for and management of an online course component is a good example, and lack of involvement of the library in the development of support resources and services for distance learning students and instructors is another. It is not clear how recommendations for "appropriate changes" could be presented or considered.

Tutoring Services

Regular and comprehensive assessment of the effectiveness of the tutoring centers is essential, and the current informal tutor assessments are not adequate. The Tutoring Center and discipline-specific tutoring centers need to be evaluated on a regular basis by college faculty and staff, as well as by the center faculty and staff, tutors, and tutees. Much of this could be effectively and efficiently done if the tutoring centers were included as part of program review in their respective divisions.

Plan

Technological Support Services

Develop a process to regularly assess college needs for, and satisfaction with, district-managed technological support services.

Library and Library Learning Center

In conducting the comprehensive program review of the library and Library Learning Center, assure that all the staff in those areas are informed about and adequately involved in the review.

Improve communication between the library and Library Learning Center and the rest of the college.

Establish a survey instrument and process to assure regular, ongoing assessment of the library and Library Learning Center by students, staff, faculty, and administration.

Departmental Open Access Computer Labs

Develop a means of more accurately assessing and providing for existing and future technical support and maintenance needs, and for accommodating those needs within the new district organizational and service framework.

Develop a central lab planning and coordination process to make labs more uniform in their quality of service and to make them more multi-use.

Distance Learning Support Services

Establish a distance learning advisory group, which would have the responsibility for ongoing planning and assessment as well as budget recommendations.

Tutoring Services

Design and implement a formal and comprehensive assessment plan for all tutor services.

Standard Six Document References

- 6.1 List of Computer Labs at College of San Mateo (CSM), Fall 2000
- 6.2 U.S. Federal Depository Library List of Selected Categories, July 2000
- 6.3 CSM Faculty/Administration Survey, Summer 1999
- 6.4 CSM Student Satisfaction Survey, Summer 1999
- 6.5 Distance Learning Office Materials
- 6.6 Library Services Questionnaire Feedback, Fall 1999
- 6.7 Technology for 21st Century Learning, Fall 1995
- 6.8 Collection Development Policy, October 1993
- 6.9 Centers for Teaching and Learning Classes, Spring 2000
- 6.10 CSM Catalog, 2000-2001
- 6.11 CSM Schedule of Classes, Fall 2000
- 6.12 Amendment to the Joint Powers Agreement of the Peninsula Library System, 1985

- 6.13 San Mateo County Community College District (SMCCCD) Information Technology Report, January 1999
- 6.14 CSM Library/Learning Resources Center Mission and Goals Statement, 3/12/92
- 6.15 CSM Library Plan of Service, 1999-2000
- 6.16 SMCCCD Library Technology Plan 2000/01 to 2004/05