Standard II.C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Submit Comments

(Note from Steering Committee: The following standards needs to be addressed.)

Standard 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.

Standard 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.

Library

Description

The Skyline Library mission statement is a comprehensive description and proclamation of the library's commitment to support the teaching mission of Skyline College (see document *Skyline College Library Mission and Goals Statement*). The library's ongoing commitment is to provide students and faculty with resources, services, and facilities that directly contribute to the achievement of student learning outcomes at the course, program, and institutional levels.

Submit Comments

To meet that commitment, the library selects and maintains educational materials and equipment in the following three categories:

1) Print resources:

The library has a total collection of approximately 50,000 volumes and subscribes to 212 periodical titles (scholarly, professional, and trade journals, general interest magazines, and newspapers). Special collections include Reference (3,000 volumes), New Fiction (150 volumes), ESOL (250 volumes), Course Reserves (approximately 1000 volumes and 250 journal articles) and "The Gathering Place" (donated materials maintained by the *Women in Transition* Program).

The library's book collection continues to grow. Given below are the numbers of

volumes added to the collection for the academic years indicated:

2005 - 2006 xxxx titles added
2004 – 2005 xxxx titles added
2003 - 2004 xxxx titles added

2) Online resources:

Submit Comments

The library provides access to a comprehensive array of periodical and reference databases covering the social sciences, humanities, natural sciences, law, and business. Utilizing funds earmarked for library technology from the State Chancellor's Telecommunications and Technology Infrastructure Program (TTIP), as well as the library's own budget, the library subscribes to numerous proprietary databases (i.e. subscriber access only): the multi-disciplinary Thomson Gale collection, *ProQuest* databases in biology and psychology, *eLibrary*, *Access Science*, *Ethnic NewsWatch*, *Oxford English Dictionary*, *CountryWatch*, *StatUSA*, *Rand California Statistics*, and others. (A complete list of proprietary databases available at Skyline Library can be found at: http://www.skylinecollege.edu/library/dbases.html)

The library's online book catalog is provided through its membership in the Peninsula Library System (PLS), a consortium of 34 public and community college libraries in San Mateo County founded in 1971. The library's participation in PLS allows students, faculty, and staff access to the full range of PLS book and periodical holdings, audio-visual materials, and online database subscriptions. In fall 2005, PLS migrated to the *Millennium* automated library system, which provides the online public catalog as well as acquisitions, cataloging, and circulation software for library technical services.

Other online resources include digital books accessible via the PLS catalog and the Lexis-Nexis legal research databases for paralegal students.

3) Technological equipment:

Submit Comments

The library has a total of 67 computer workstations. Thirty-one computers are in the library's "demonstration area" and are used for classroom instruction purposes. The remaining 33 are available for daily use, configured into a wide-area network that accesses a high-speed T-1 Internet connection. In addition to accessing the Internet, these computers also offer application programs such as Word and Excel. In 2005 the library started offering wireless access for those with laptop computers.

For visually impaired students, the library has an ADA compliant computer workstation equipped with a Braille embosser, a special monitor, and software programs such as JAWS and ZoomText.

Other equipment the library offers includes: 2 HP LaserJet printers, 3 microfiche

reader/printers, 2 photocopy machines, 6 group study rooms, and seating for 250. The library occupies the entire second floor of building five, an area of approximately 18,000 square feet.

Selection of Library Resources

Skyline Library's *Collection Development Policy* states:

Submit Comments

> "The collection of materials at Skyline Library is directly correlated with the courses and educational programs of the college. The goal is to offer resources that will directly contribute to the achievement of student learning outcomes at the course, program, and institutional levels."
> (*Skyline College Library Collection Development Policy*, sec. V, p. 4)

Since the collection of materials at Skyline Library is intended to support and compliment the classroom experience, librarians work with Skyline faculty to ensure that library holdings are current, authoritative and adequate for every academic and vocational program offered at the college.

The selection of library resources, therefore, depends in part on information about student learning needs provided by classroom faculty. There are three primary methods by which faculty provide this information to librarians:

Research workshops: Faculty often bring their classes to the library for librarian-led workshops in which the basic principles of research and information literacy are presented. These workshops are nearly always tailored to specific subjects, assignments and projects. In the process of planning their research assignments and incorporating a research workshop into their class, faculty work with librarians to insure that the library has the necessary print and online materials for students to complete their projects.

Faculty *New Book Request Form*: Faculty are encouraged to regularly assess the adequacy of library holdings in the subject areas in which they teach and make recommendations for additions to the collection using the online *New Book Request Form*. (see http://www.smccd.net/accounts/skylib/bookrequest.htm)

Submit Comments

Librarian requests for faculty input: In addition to participating in the collection development process by making book purchase recommendations, faculty are often consulted on larger collection development issues as they arise, such as starting or ending subscriptions to specialized online databases and/or expensive journals, selecting expensive reference works, and withdrawing books. For example, in September 2005, the history faculty was invited to suggest titles to purchase to enhance the library's collection of books on indigenous ethnic groups of the Philippines.

Information provided by faculty insures that the selection of library materials directly supports the teaching mission of the college.

Evaluation of Library Resources

Ensuring that the library offers a collection of materials that is of sufficient quantity, relevance, quality, depth and variety is an ongoing process that is done at the institution-wide level and by the library itself.

At the institutional level, the college assesses the library's collection each time a new course is proposed. When a faculty member proposes a new course, the proposing faculty member assesses the library's collection in that subject to ensure that an adequate and authoritative range of materials are available to students. The faculty member must indicate the adequacy or inadequacy of print and non-print library materials in Section V ("Resources") of the Skyline College Curriculum Committee Form D: *New Course Request*. If holdings are not sufficient, the faculty member consults the librarian who serves on the Curriculum Committee and the necessary resources to help students achieve the learning goals of the new course are purchased.

Submit Comments

Faculty also have the opportunity to register their overall assessment of the library's resources by completing the faculty satisfaction survey that is done as part of the library's Program Review process. The 2006 *Skyline College Faculty Library Satisfaction Survey* gave faculty two opportunities to directly assess the library's resources by agreeing or disagreeing with these statements:

> *The library has a good selection of current, authoritative books in the area(s) in which I teach.*
>
> *The library subscribes to enough periodicals (print and online) that are relevant to my classes and class assignments.*

Students have the opportunity to assess the library's resources by completing the student satisfaction survey that is done as part of the library's Program Review process. Question 6 of the survey asks students to indicate how well the library's books, periodicals, and online subscription databases meet their research needs.

In addition to these college-wide assessments, library resources are also evaluated by the library itself through the ongoing collection development efforts of librarians. Collection development is a systematic effort to ensure that the library offers current, authoritative books, journals, and databases that support and enhance the curriculum. This process involves judicious and informed selection of new materials, discarding out-of-date materials, and staying abreast of current trends and key figures in the academic disciplines taught on this campus.

Submit Comments

All activities related to selecting, acquiring, managing, and discarding library materials are guided by the *Skyline College Library Collection Development Policy*. This document serves as a reference point for all those involved in decisions regarding the collection so that coordination and consistency in materials management can be developed and maintained over time. The goal is to maintain the strengths and correct

the weaknesses of the collection by anticipating and responding to the continuing and changing information and education needs of students and faculty. (The *Skyline College Library Collection Development Policy* can be found at http://www.skylinecollege.edu/library/CollectionDevelopmentPolicy.html.)

Each full-time librarian has been assigned specific subject areas and is responsible for a systematic evaluation of the holdings in these subjects on a regular basis. This process involves adding needed titles to the collection by consulting standard and subject bibliographies, literature reviews, publishers' catalogs, and reputable book review sources. Judicious weeding of outdated materials is also done regularly.

Submit Comments

In order to insure that courses and educational programs have adequate materials in the library, section VII of the *Collection Development Policy* provides an analysis of the library's overall collection development strategy. This analysis by subject provides evidence that the library's acquisition plans are directly related to the college's educational offerings. The scope and comprehensiveness of collecting is indicated for each of the 77 subjects listed. The levels are defined as follows:

initial study = introductory works
basic study = introductory and intermediate works
advanced study = introductory, intermediate, and advanced works

Furthermore, full-time librarians meet on a weekly basis to discuss, among other things, important collection development issues. (For an example, see section III of document *Reference Department Staff Meeting, Agenda, Sept. 1, 2004.*) These meetings allow the librarians a regular opportunity to discuss overall collection development strategy and make collaborative decisions on weeding materials or purchasing unique or expensive items.

In sum, the ongoing efforts of faculty, librarians, and students to assess the library's resources insure that the library provides materials that enhance and enlarge the teaching and learning experience. In other words, the quality of the library's collection is determined by the extent to which these resources contribute to the achievement of student learning outcomes at the course, program, and institutional levels.

Submit Comments

Meeting the Learning Needs of Students

There are several avenues through which the library attempts to learn whether or not its resources are of sufficient depth and variety to meet the learning needs of Skyline students:

Student and faculty satisfaction surveys: Most recently administered in the spring 2006 semester, these two surveys are done are a regular basis to coincide with the library's Program Review process. One of the primary purposes of these surveys is to gauge student and faculty satisfaction with the library's resources.

The *Student Campus Climate Survey*: Administered in the spring 2006 semester, this campus-wide survey gave students an additional opportunity to evaluate the adequacy of library resources and services.

Reference service: Librarians often learn about the adequacy or inadequacy of the library's print and online resources in the course of providing reference service to students. The process of providing research guidance gives librarians an immediate and continuous "in-the-trenches" sense of the strengths and weaknesses of the College's collections.

Submit Comments

Faculty research assignments: Librarians are also able to assess the effectiveness of the collection by examining the wide range of research assignments given by classroom faculty. Since these assignments require students to work within the parameters of a specific subject or topic, librarians have a direct window into determining whether or not the library's print and online materials are sufficient.

Course syllabi: Learning outcomes and research requirements are given in detail on course syllabi. By examining syllabi across the curriculum, librarians are engaged in a continuous assessment of library resources.

Student Learning Outcomes

Skyline College is currently in the process of identifying student learning outcomes at the course, program, and institutional levels. The library has identified three intended student learning outcomes:

> *As a result of participating in or using Skyline Library's resources, programs, and/or services, by the end of their college experience students will be able to:*
>
> *1) Effectively locate and access information in numerous formats using a variety of appropriate search tools.*
>
> *2) Evaluate the relevance, quality and credibility of a wide variety of information sources using critical thinking and problem solving skills.*
>
> *3) Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.*

Submit Comments

The library student learning outcomes are in alignment with the learning expectations of the College as a whole since these are fundamental skills applicable to every subject domain. These outcomes encompass the very heart of information competency and are critical to the academic and professional success of any Skyline college graduate.

The library's fundamental mission is to work in close partnership with faculty and directly contribute to the achievement of student learning outcomes. The library, therefore, offers workshops, courses, online guides and other instructional activities that

are designed to develop a set of information competencies in students that directly contribute to their success in discipline-specific courses and programs.

The methods the library uses to evaluate the extent to which it is enhancing the achievement of student learning outcomes is discussed in detail in Standard II.C.2.

Self-Evaluation

Submit Comments

The library has made great strides in recent years inviting the entire institution to participate in the library's commitment to the teaching mission of the College. Some examples of this outreach include the student and faculty surveys, the online *New Books Request Form*, and the library's renewed representation on the college Curriculum Committee after a long hiatus.

However, classroom faculty involvement in the selection and evaluation of library resources is not as robust as it could be. For example, the number of faculty new book requests for the 2004-2005 academic year was a modest xx.

Furthermore, the library's own evaluation of its resources lacks the peer group comparison process recommended in the Association of College and Research Libraries *Standards for Libraries in Higher Education* (2004). It would be extremely helpful for planning purposes to know how other community college libraries with similar college enrollment numbers compare to Skyline in terms of size of the collection, space, materials budget, computer hardware and software, etc.

Finally, the library needs to undertake a more systematic and in-depth effort to determine whether it is enhancing student achievement of learning outcomes. Not enough assessment is being done to learn if the library's resources and teaching activities are actually leading to better research and more information literate students. (A more in-depth discussion of the need for better assessment is provided in Standard II.C.2.)

Planning Agenda

To increase faculty involvement in the selection and evaluation of library resources:

Submit Comments

* <u>Creation of a Library / Information Competency Committee.</u> The purpose of this committee would be to institute a systematic method for faculty involvement in collection development and information competency education.

* <u>Periodic librarian attendance at all Division meetings to invite and encourage participation in collection development.</u>

* <u>Flex-day workshops, emails, newsletters, etc. to encourage a campus-wide conversation around the selection and evaluation of library resources and how they meet or do not meet student learning needs.</u>

To improve the library's evaluation of its resources:

* Establish a regular process of peer group comparison as a way to assess the strengths and weaknesses of Skyline Library vis-a-vis similar community college libraries.

The Learning Center

Description

The Skyline College Learning Center (TLC), supervised by the Director of the Learning Center/TRIO program, includes the Writing and Reading Lab (WRL), the Math Assistance Lab (MAL), the English as a Second or Other Language (ESOL) Lab, the Tutoring Assistance Program (TAP), a Computer Lab, Media Services, and the TRIO/STAARS program. The Learning Center, a program of the Language Arts Division, is located on the ground floor of Building Five and includes approximately 1250 square feet of space for tutoring, independent study, workshops, computer-assisted learning, faculty and staff offices, a room for small-group instruction, an office and workspace for TRIO students, and a Media Services check-out area. In all, the Center can accommodate 300 students and is equipped with 65 computers for student use, including 55 PCs and 10 Macs. Three of the PCs are equipped with adaptive software for use by students who have learning disabilities. All of the Center's computers are connected to the Internet to support student research, and are loaded with software programs that support instruction in courses offered at the College. Hours of operation of the Learning Center are 7:30 am to 10 pm Mon. - Friday and 10 am to 2 pm on Saturday.

Submit Comments

The Learning Center provides learning skills courses, workshops and tutorial assistance for a wide array of Skyline classes with drop-in, individualized or group tutoring. The Center serves approximately 2500 students each semester, with more than 38,000 student transactions logged per semester (SARS Summary). Students logged an average of 26 hours for supervised tutoring in the Fall of 2006. In addition to in-person services, online tutoring assistance in writing was first offered through the Learning Center web site in Fall 2004, and usage has been increasing each semester. Besides drop-in tutoring, the Center offers approximately 50 workshops each semester in topics related to learning and student success, with an average student attendance of 15 (Workshops List). The ESOL lab conducts weekly conversation groups in addition to workshops. A full description of services and tutoring schedules can be viewed on the Learning Center web site at http://www.smccd.net/accounts/skytlc/index.asp.

The Center supports instruction in all basic skills courses through an additional 8 hours attached to those courses (hours by arrangement / HBA). Specific HBA-related activities may be requested by instructors who are teaching these courses and by the academic departments. For those students who need more extensive assistance, the Center offers several Learning Skills courses including LSKL 801 for Study Skills Assistance, LSKL 800 (variable credit) for Supervised Tutoring with Instructional Aides and LSKL 803 (variable credit) for Supervised Peer Tutoring assistance. While many students seek help with math or writing coursework, tutoring is also provided for other courses such as reading, history, the sciences, humanities and psychology. The results of the Spring 2006 Student Evaluation of the Learning Center services found that 88% of those coming to the Center sought tutoring assistance. Specific areas of usage were as follows: Computer Lab (52%); Tutor Assistance Program (52%); Math Assistance Lab (48%); Writing and

Submit Comments

Reading Lab (43%); Counseling for TRIO students (35%); Media Services (17%); Reading Assistance (16%) N = 64. In terms of assistance for specific skills, the breakdown is as follows: grammar, punctuation, vocabulary spelling (54%); writing essays or reports (53%); math or computation skills (42%); study skills and critical thinking (29%); basic computer skills (27%); reading skills (24%); and Academic.com computer assisted learning (17%). In addition to seeking help through tutoring, nearly 70% of those who came to the Learning Center attended at least one workshop. (Source: Spring 2006 Student Survey Results)

Submit Comments

A specialized support program for low-income, first generation students that is federally-funded (TRIO/STAARS -- Student Transfer, Academic Achievement, Retention Services) is provided to more than 300 students each year. Services include intensive academic support, counseling, and mentoring. Project participants must meet federal eligibility standards, including low income, first generation to attend college, and/or disabled (physical or learning). Participants attend a project orientation and are assessed to ensure that their academic needs are addressed. Annual performance goals include: 85% persist until graduation/transfer; 80% are in good academic standing; and 30% transfer or graduate with AA degrees or certificates. In addition, the program has the objective of improving the institutional culture for students from underserved populations.

Finally, the Media Center adds another component to the Learning Center. It houses a large collection of videos, CD's and other media that students can check out to augment instruction. It houses two CD burners for student use, two microfiche machines, one slide-viewing machine, five tape players, six tape/CD players, two televisions with DVD, and 50 sets of headphones with microphones to support instruction in the ESOL Lab. In addition, the Media Center supports the audio/video technology needs of faculty, staff, and administrators by providing and maintaining equipment and materials, assisting in the creation of audio/video materials, and training faculty in the use of equipment for instruction.

Learning Center Staffing

Staffing is as follows:

1 Director (FT)
1 Office Assistant (FT)
1 Tutor / Basic Skills Coordinator (66%)
1 English faculty member coordinating Writing and Reading Lab and TRIO English assistance (33%)

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1 Math faculty member coordinating Math Lab and TRIO Math course (FT)
1 ESOL faculty member coordinating ESOL tutoring (25%)
1 TRIO counselor(60%)
3 Instructional Aides in Writing/Reading/English (FT)
1 Instructional Aide in Math (FT)
1.5 Instructional Aides in computer-assisted learning (1@ FT; 1@ 44%)
15 part-time Instructional Aides (college graduate tutors) hours vary
20 student peer tutors in various subjects - hours vary

4 TRIO student peer mentors
1 Office Technician in the Media Center (FT)
1 part-time Technician in the Media Center (75%)
A number of hours of English instructional time is also assigned to the lab as instructors of the lab-based courses English 853 and English 655

Faculty involvement

Submit Comments

Faculty members are involved in the Learning Center in a number of ways. As reflected in the list of staff, the English, Math, and ESL tutoring services and labs are supervised by faculty from each of the respective disciplines. Faculty-recommended software to support basic skills is available on Learning Center computers, and additional software and print materials selected by the faculty are kept at the Media Center desk for students to borrow. In addition to recommending educational materials, instructors bring classes to the Learning Center to complete assignments and show students how to use various software programs and conduct online research. ESOL faculty and English adjunct faculty offer individualized tutoring or supplemental instruction in the Learning Center on a weekly schedule, and members of the English faculty meet each semester with the English/Writing Instructional Aides to discuss course requirements and recommend strategies to assist their students with assignments. Faculty from different disciplines are invited to work with the WRAD (Writing Across the Disciplines) staff to design appropriate writing and reading activities for their classrooms and utilize resources from the WRAD Lab. (WRAD Newsletter document)

Student Learning Outcomes

Tutoring services are aligned to support the student learning outcomes (SLO's) of the specific courses for which students request assistance. Course outlines are kept on file for these courses. For those courses offered by the Learning Center faculty and staff members, specific SLO's have been developed for each course in collaboration with the faculty lab coordinators. Students complete evaluations for each course offered through the Learning Center during the semester in order to determine how SLO's are being met. In addition, a student survey of Learning Center services is conducted each semester. While specific student learning outcomes have been established for specific college courses supported by tutoring and Learning Skills courses offered in the Center, the Learning Center has not established overall SL0's for Learning Center Services at this time. This need will be addressed during the Program Review process during the Spring 2006 semester.

Submit Comments

Self Evaluation

The Learning Center began collecting preliminary data for a Program Review to be presented to the College in October 2007. Student evaluations were conducted for the Fall 2005 and Spring 2006 semesters. A faculty evaluation of the Center was conducted in April 2006. A preliminary review of the faculty survey (N 52) indicates an overall positive view of the Learning Center (71% rate the Center's effectiveness in improving student learning as very good or excellent). Faculty utilize the center in a variety of ways. Respondents referred students to the following services: tutoring (93%), student success workshops (44%), computer-assisted instruction (40%), TRIO support services

(29%), using self-paced materials (27%), and tours of the center (20%). While overall satisfaction is positive, the faculty also identified a number of areas needing improvement. While most tutors and instructional aides are viewed as competent, concerns were expressed by a number of faculty about the lack of skills by some tutors or lack of experience working with more advanced English assignments. A second concern named was the lack of visibility of the Center on campus.

Student surveys indicate a higher rate of satisfaction with services received. Questions related to workshops found that 98% of Spring '06 students and 95% of Fall '05 students stated that workshops helped them with their academic success. 93% of the Spring responders and 94% of the Fall responders agreed that they were able to apply their new skills to other classes, and 91% (Spring '06) / 93% (Fall'05) of the students agreed that workshops helped them to complete and pass their classes. In terms of tutoring assistance, 98% of the Spring '06 respondents agreed that tutoring helped them improve their understanding of course material, and 93% of Fall responders felt that tutoring helped them pass their courses. In addition, 90% of the Fall '05 students and 92% of the Spring responders agreed that tutoring helped them improve their grades. (Not all of the same questions were asked on both surveys.) A question added to the Spring survey asked if there was a greater chance the student would have dropped out of a class without tutoring. 84% agreed. So tutoring appears to be a valued and valuable service for students who are struggling academically. Comments made by students included many words of thanks and praise for the tutors and friendly staff. Concerns included statements about the need for upgraded computers, noting that computers that were too slow or lacked up-to-date software. One student commented on the noise level in the Writing Lab area, another commented on rude students who are disrespectful of others. Requests were made for more specialized tutors in areas such as accounting, speech, and electronics as well as more services for ESL students.

Submit Comments

In addition to student and faculty surveys, staff members provided their observations and assessments of Center's learning environment, services, and the impact of Title 5 regulations during staff meetings with the recently hired Interim Director. Operational concerns identified by staff include: problems with inaccurate student log-in processes for the use of the Center. Some students were found to have multiple ID numbers, others were selecting to log in to whatever class was at the top of their class list rather than the class they actually sought assistance for. Others walked in or out of the Center without logging in at all. In addition, the computer lab area, which had been reconfigured into a large U shape and several long tables of computers in January 2006, appeared to be causing a number of problems. Student groups tended to use the U shaped area to meet and socialize, causing noise problems in high use times and distracting others. Another issue that emerged during efforts to monitor computer usage was that many students ignored the policy stated on the opening screen that computers were to be used only for academic purposes. With the increased popularity of MySpace and other social networks, many students were using the computers to view their personal home pages or surf the net for non-academic reasons. Requests to end improper usage were usually respected by individuals, but rebelled against by groups such as sports teammates or social groups. A number of actions (listed below) were implemented over the Winter

Submit Comments

06/07 break to address these issues.

Planning Agenda

Self-study activities and surveys were analyzed during Spring 2007 in preparation for the Fall 2007 Program Review and planning process. The Learning Center planning agenda will be more fully developed during this self-evaluation and program review process. However, a preliminary summary of objectives and actions is listed below, including a number of actions planned for the Spring 2007 semester in order to address some of the more significant issues raised.

Submit Comments

- **Improve accuracy and ease of student log-in system to ensure that students sign in for the courses or services they actually receive, therefore improving accountability and monitoring.**

  - Individualized log-in software called PC TRAK was purchased and installed on all the student usage PC's (55) in the Learning Center during the Winter Break. This software blocks access to a computer until the student logs in at his or her individual computer. The sign in process then requires the student to select either a Learning Center course (LSKL) or a course with hours by arrangement before they can access the desktop. This has significantly increased accuracy of student usage for academic purposes and cut down on casual users seeking only to check email or surf the net for non-academic reasons.

  - The two log-in computers that were located at the front entrance of the Center have been moved to the Math/ESL and English/WRL tutoring areas, making them more accessible to students to sign-in in the location where they receive services. Tutors and Instructional Aides are also more able to observe whether students sign in, therefore decreasing the number who ignore the sign-in process. During the Spring Break, the U-shaped computer area will be

- **Decrease noise levels and increase compliance with regulations requiring that computers be used for academic purposes.**

  - The noise in the Writing/Reading lab was significantly reduced in Fall '06 by moving the computers to the three walls of the center and placing the Instructional Aides in the center of the room for better accessibility and monitoring.

Submit Comments

  - Noise in the Computer Lab area has been addressed by the installation of PC TRAK, removal of some of the older Macs and staggered table layout, which opened up the space. During the Spring Break the U-shaped computer lab area will be reorganized to create smaller clusters of work stations in order to discourage social groups

- **Upgrade Macintosh and PC computers to improve speed and processing capacities.**

- Ten older Macs were removed for surplus during the Winter Break to make the more functional Macs more available. Three work stations for students using their own laptops were set up for better access to electrical and data ports.

- Purchasing new PC's and Macs to upgrade the computers in the lab will require additional revenues from the college IT budget. No funds are currently available in the Learning Center budget to purchase hardware.

- **Improve tutor training and evaluation of tutors in order to address lack of experience or expertise.**

Submit Comments

- The Tutor Coordinator has instituted a process of observing each tutor and recording a tutoring session in order to provide feedback to the tutor.

- Form a training team to create a process for reviewing training content and procedures that is consistent for tutors and instructional aides from the different academic content areas. Team members will include representatives from the Writing/Reading Lab, Math Lab, ESL Lab and other Tutoring Lab.

- **Increase visibility and usage of the Learning Center.**

- The Learning Center web site has been redesigned for a more attractive and functional appearance and launched in January 2007.

- Learning Center staff members conducted nearly 50 class visits to kick off the Spring '07 semester, presenting a brief overview of services. This is done each semester.

- The Writing Across the Disciplines program produces a monthly newsletter, hosts faculty activities to increase visibility, and produces a bookmark listing the workshops offered during the semester.

- The entrance to the Learning Center was redesigned in January 2007 to provide a list of services, a schematic of where the different labs are located, and signs were hung from the ceiling in each of the 9 service areas to make them more visible.

- A plan for greater visibility through newsletters, events and new services will be developed in the Spring 2007 semester as part of the Program Review process.

Submit Comments

Accounting Center And Caot Labs

Description

The Accounting Center and the CAOT Labs (Computer Applications and Office Technology), both under the direction of the Dean of the Business Division, provide academic support for students taking courses in the Business Division, utilizing

alternative instructional modes including online, hybrid, and traditional formats to address diverse learning styles.

The Accounting Lab

Located in Room 1218 in Building 1, the Accounting Lab offers instruction and tutoring to students in Business courses, including Accounting, QuickBooks, Statistics, Economics, and International Business. The lab is open Monday through Thursday 8:00 am to 12:00 pm and 1:00 pm to 8:00 pm, and on Friday from 8:00 am to noon and 1:00 to 4:00 pm. The Accounting lab does not offer any credited courses; its purpose is to provide academic support for students. To address the diverse learning needs of the students, the lab is equipped with 24 PCs on which students can access MS Office Suite, statistics software, accounting software, and an economics software program, one HP printer, and an overhead (ceiling) projector for presentations.

Submit Comments

The Accounting Lab is staffed during the day by one Instructional Aide who also teaches Accounting classes and an Instructional Aide in the evening that is familiar with the Accounting curriculum and classes. Both are computer literate. Lab policies are posted in the lab on a bulletin board.

Based on the Program Review in 1999 (Program Review for 2005-06 was postponed and should be completed in 2006-07), the Business Division made improvements by upgrading both the software and hardware in the lab. During the period from 2000/01 – through 2004/05, there were 76 Accounting Degrees , 70 Accounting Certificates, and 10 Accounting Assistant I certificates earned (source: Skyline Almanac page 27, 28).

The CAOT Labs

There are two CAOT labs which supplement online, traditional and hybrid classes that are used for instruction and tutoring to students for CAOT courses. The labs are located in Room 2117B in Building 2 and Room 1205 in Building 1. The lab rooms are open to students and faculty Monday through Thursday 8 a.m. to 4:30 p.m., and 4:30 to 10:00 p.m. in the evenings. On Friday the labs are open from 8:00 a.m. to 4:00 p.m. The CAOT lab in Room 1205 is open Saturday from 8:00 a.m. to 3:00 p.m. The multimedia lab in Room 1205 is equipped with 26 high-end PCs which serves students in certificate & degree programs or those who are taking courses for job skills or self-enrichment. The room is equipped with an overhead (ceiling) projector for presentations, two HP laser printers and one HP color laser printer for printing of student projects. Each computer station is equipped with multimedia equipment, VHS recorders, transcribers and headsets, microphones, headphones, DVD and CD drives, CD burners, and a scanner. The instructor's station is also equipped with an external hard drive that is accessible to students and instructors for large multi-media projects. Also, installed on the computers in both labs are the latest networking and research technology, tutorials, and versions of software taught in CAOT courses which include Microsoft Office and Adobe/Macromedia Multi-Media software. The CAOT lab in Building 2, Room 2117B is equipped with 40 student computers and one instructor computer station. The lab is equipped with an overhead projector (ceiling mounted), scanner, two HP laser printers,

Submit Comments

an HP desk-jet color printer, and transcribing machines with headphones that provide the students in the Medical and Legal classes with access to training and research software besides Microsoft and Adobe/Macromedia. Medical and Legal students also have access to the software in the lab in Room 1205.

The two labs are staffed during the day by two full-time Instructional Aides. Evening and Saturday classes are staffed by part-time aides. All instructional aides keep abreast of changes in technology by updating skills, by taking classes or self-study. All lab policies and lab schedules are posted in the lab on the bulletin board for student reference. All computer stations are connected to the Internet for student research and tutorials. Room 1205 has one computer station reserved for DSPS accessibility.

Submit Comments

Based on the Program Review in 2002, the CAOT department in keeping with the mission of the college and district, provides training to students for entry level positions, upgrading skills for career changes and promotions, transfers to four-year institutions, and life-long learners. During the period from Fall 2001 through 2005, there were 434 CAOT Certificates earned, and 1139 students who successfully completed courses to acquire or update job skills. (Source: Cathy Hasson CAOT Dept. Productivity Fall 2001-05).

Self Evaluation

In program reviews conducted in 1999 and 2001 respectively, Business Administration and Accounting faculty recommended periodic upgrades of instructional technology hardware and software because of the need in these fields for state-of-the-art resources. In its 2002 program review, CAOT faculty identified a variety of upgrades and new purchases, including replacing computers and printers, upgrading network servers, and purchasing new equipment.

Through the College Instructional Technology funding process based on the appropriate expertise of faculty and advisory board members, 64 computers have been upgraded or replaced in these labs since the 2002 Program Review; a network server was purchased for the Chestnut Center and the server in 8111B was upgraded; and new transcribers were purchased for the Medical Transcriber and Legal Secretary programs.

Submit Comments

Based on the recommendations of faculty in the program review, the Accounting Lab has also upgraded the expertise of the Instructional Aides who work in the labs and improved the level of custodial services in the labs.

Planning Agenda

The Business Division plans to do something XXXXX (Note from Steering Committee: Please fill in information.) with the labs by the next site visit.

The MESA Center and CALT Labs

Description

MESA Center

The MESA Student Study Center is part of the California Community College MESA (Mathematics, Engineering, and Science Achievement) Program designed to help educationally disadvantaged students excel in math and science majors and graduate from college with degrees in math-based fields. MESA Lab offers an Orientation Course, workshops, assistance in the transfer process, field trips, peer support, and tutoring in math and science (DOCUMENT: transfer list on website http://www.smccd.net/accounts/skymesa/Transfer.htm). Through special sections of the Learning Skills course LSKL 800, the MESA Center also earns apportionment for approximately 15 FTES and serves approximately 300 students per semester.

Submit Comments

The lab is open from 8:00 am – 6:00 pm Monday through Thursday, and 8-5pm on Friday. Located in Building Seven, Room 7207, the Lab includes approximately 1000 sq feet and can accommodate 50 students. Staff includes a full-time program coordinator, a faculty sponsor, and 7 student assistants. MESA Lab houses 9 computers for student use equipped with instructional software selected by mathematics faculty. In keeping with statewide practices, MESA submits a yearly annual report as well as a mid year report. Internal evaluation, in the form of workshop evaluations and assessments, are conducted and shared with faculty teaching the respective courses. Through consultation with math and science faculty, the College selects and maintains equipment, textbooks and materials for the center sufficient to meet student learning needs in their respective courses.

CALT

(Note from Steering Committee: Please fill in evidence.)CALT is a complex of X number of open computer labs offering the support of an Instructional Aide in computer usage, and X classrooms that facilitate effective computer-assisted instruction for any Skyline course. The classrooms feature a faculty computer station with the capacity of viewing and interacting with X number of student computer stations. CALT is open from 7:30 AM until 10:00 PM Monday through Thursday and 7:30 – 4:00pm on Friday. Students can access wireless connection to Internet in the facility, but cannot access content from the facility from off-campus (Note from Steering Committee: Please provide evidence as to why they should be able to do this or delete that part of the sentence.) CALT open labs can accommodate approximately 160 students at any given time. They are staffed by two instructional aides (how many at a time?) and X student assistants, (How many computers for students/faculty use, printers, servers for CS and network equipment?) for PC and networking classes – Office software, database software, programming languages Java – visual studio, Course specific software – physiology dry labs, etc.

Submit Comments

(Note from Steering Committee: The following two items need to be completed.)

Self Evaluation

Planning Agenda

Standard II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description

Skyline College has established or is in the process of approving three sets of student learning outcomes (SLOs) for information competency instruction—at the institutional, program and course levels.

Submit Comments

Institutional student learning outcomes are scheduled to be approved by May 2007. The proposed institutional SLO pertaining to information competency states that:

> *Students will be able to:*
>
> *1) Effectively locate and access information in numerous formats using a variety of appropriate search tools.*
>
> *2) Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.*
>
> *3) Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.*

In Fall 2006, Skyline College Library completed its Program Review. In the process of carrying out this program review, Skyline librarians developed a set of SLOs for the library program:

> *As a result of participating in or using Skyline Library's resources, programs, and/or services, by the end of their college experience students will be able to:*
>
> *1) Effectively locate and access information in numerous formats using a variety of appropriate search tools.*
>
> *2) Evaluate the relevance, quality and credibility of a wide variety of information sources using critical thinking and problem solving skills.*
>
> *3) Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.*

Submit Comments

(See: http://www.skylinecollege.edu/library/LibraryStudentLearningOutcomes.html)

Furthermore, during the program review process, student learning outcomes were written for *Introduction to Library Research* (LSCI 100), the College's primary course that focuses exclusively on information competency instruction. The student learning outcomes for LSCI 100 are:

> *Upon completion of the course, students will be able to:*

1. Formulate a precisely-worded and appropriately focused research topic.

2. Explain the purpose of and differences among the basic online search tools and be able to select appropriate tools for finding various types of information sources.

3. Conduct effective basic and advanced searches using online search tools in order to locate and retrieve relevant information from books, periodicals, and websites.

Submit Comments

4. Evaluate the relevance, quality and credibility of a wide variety of information sources using critical thinking and problem solving skills.

5. Applying correct documentation style, compile a bibliography of various types of information sources on a specific research topic.

(See: http://skylinecollege.net/library/L100/Syllabus.html)

Information Competency Instruction

Librarians teach the components of information competency in a variety of ongoing ways:

Library Research courses:

Two or three sections of information competency courses (Introduction to Information Research - LSCI 100 and Introduction to Online Research - LSCI 106) are usually taught each Fall and Spring semester in online mode. The total end of term enrollment for these courses was: 21 (Fall 2000), 14 (Fall 2001), 30 (Fall 2002), 31 (Fall 2003), 16 (Fall 2004). As the nature of information competency became more focused on online resources the content of these two courses became similar; therefore, in Fall 2005 the instruction librarians decided to discontinue offering LSCI 106 and an additional section of LSCI 100 was offered instead.

Both of these courses teach the full range of information competency components outlined in the library program student learning outcomes discussed above. The full course content of LSCI 100 is viewable on the course website at: http://skylinecollege.edu/library/L100.

Submit Comments

From Fall 2000 through Fall 2004, the overall success rate for these courses was 63% while the overall retention rate was 65%. See: LSCIProgRevReport.pdf

Student evaluations gathered from students completing these two courses has been overwhelmingly positive. See: http://www.smccd.net/accounts/brenner/testpilot/L100-eval.tp4

Library Research Workshops:

In the Fall 2005 semester, librarians taught library research workshops to 67 different classes, which totaled approximately 3000 students. (See: *Library Research Workshop Attendance, Fall 2005*) Classes that attend research workshops are generally those that require a research assignment—the majority are language arts and social science courses. These workshops are usually scheduled for one class period. They are tailored to the specific course content and assignments of each class and cover a limited number of components of information competency.

Submit Comments

The demographics of the classes attending these workshops (see: ResrchWrkshpDemogReprtF05.pdf) roughly reflect the demographics of the student body of the college as a whole:
Ethnicity: Asian: 26%, Filipino American: 22%, Hispanic: 21%, White: 16%, African American: 3%, Pacific Islander: 3%, Native American: less than 1%, other ethnicity: 4% and unreported: 4%.
Gender: Female: 54%, Male: 45%, unreported: 1%.
Age: 17 and under: 2%, 18-22: 69%, 23-28: 17%, 29-39: 8%, 40-49: 3%, 50-59: 1%, 60+: less than 1%.

These workshops most often focus on teaching the basic use of online research tools (i.e. periodical and reference databases to access articles and the library system's online catalog to locate books) to locate and retrieve relevant information; and how to evaluate the quality of information sources. Other information competency components that are regularly addressed in the library research workshops include: how to state a research question, problem, or issue; and how to determine information requirements in various disciplines for the research question, problem, or issue. On some occasions, these workshops also cover ethical and legal issues surrounding information and information technologies.

In conjunction with these course-related research workshops, librarians regularly create web pages and/or printed handouts which provide instruction for doing research related to specific course content or research assignments.

A Research Workshop Assessment has been administered to the students in selected courses that have attended these workshops. (See: http://www.zoomerang.com/recipient/survey.zgi?p=WEB2253KPFAU6E)
[Get full survey data results from Research Office]

Submit Comments

Writing and Reading Lab Workshops
In addition to library research workshops, which are taught to students in specific courses who come in as a class group, Skyline librarians also offer information competency workshops through the College's Writing and Reading Lab. (See: http://www.smccd.net/accounts/skytlc/wrl/Workshops.htm.) These workshops are: "Best Ways to Find Books & Periodicals" and "Finding & Evaluating Internet Sources." These workshops are not currently being evaluated.

Library Website

Skyline Library's website has an extensive number of pages which teach various elements of information competency. The "Research Help" section of the website provides "suggestions for help in finding the right information for class assignments, for research projects or for any personal interest." Instructional pages cover the basic steps in the research process—selecting a topic, developing a research question, planning a search strategy, evaluating sources and citing sources. Instruction on the website also includes how to find specific types of information, including: background information (encyclopedias/reference books), broader information (books), current/specific information (magazines/ journals/ newspapers), information on literature, biographical information, primary sources, and information on web pages.

Submit Comments

The "Recommended Sources for Subjects & Classes" section of the website includes over 60 web pages, each of which provides instruction for doing research in a specific subject or topic area or for specific course content or a designated research assignment. Each of these "pathfinder" pages provides descriptions and links to relevant databases (with instruction on how to effectively use those databases for researching the given subject or topic area) as well as recommended websites with relevant and reliable information.

The library website is updated on an ongoing basis by the instruction and reference librarians, and coordinated by one designated librarian who acts as "webmaster." The update date and contact information is provided on each page of the website to inform users of how current the information is and to allow students to contact librarians if they have any questions or comments about information on the site.

Reference service

Some information competency skills are taught by reference librarians in the process of providing reference assistance to students in the library. Most commonly this instruction involves teaching students how to use information technology tools to locate and retrieve relevant information. Specifically, reference librarians demonstrate to students the basic use of: periodical and reference databases to access articles, the library system's online catalog to locate books and/or web search tools to access useful web pages. The reference librarians keep statistics on their specific interactions with students or other library patrons (see:) and they do selective surveys of students with whom they have more extensive reference interviews (see:).

Research Workshops for Faculty

Librarians have presented workshops for faculty on online research resources and techniques. These workshops include methods for how to teach students to evaluate and cite sources and suggestions for information competency assignments. These workshops have not been presented for several years.

Submit Comments

Evaluation of information competency instruction

The evaluation of information competency instruction is included to a limited degree in Skyline Library's Library User Survey (see: Library User Survey Zoomerang Reports.pdf). This survey asked students to evaluate how successful they were at

completing various activities in the library. One activity asked about was "work on a class research assignment. On a 1 – 5 scale from "Not at all successful" (1) to "Completely successful" (5), 76% rated themselves in the successful/completely successful categories (4 or 5) while only 5% rated themselves in the unsuccessful/not at all successful categories (1 or 2) in working on a research assignment. Another activity surveyed was "access library research databases (book catalog, periodical indexes, etc.)". On the 1 – 5 scale, 73% rated themselves in the successful/completely successful categories (4 or 5) while only 7% rated themselves in the unsuccessful/not at all successful categories (1 or 2) in accessing library research databases.

Submit Comments

Self Evaluation

Institutional student learning outcomes for information competency are scheduled to be approved by May 2007 and program-level and course-level student learning outcomes for information competency are in place, but a college-approved plan to teach a full range of information competency skills to students throughout the college curriculum has not yet been developed.

Despite the lack of an institutional plan for information competency instruction, the library research course offerings, library research workshops, library website and library reference services provide extensive instruction in key components of information competency, especially in the use of online tools to locate and retrieve relevant information and in the evaluation of the quality of information sources.

Research workshops for faculty are a useful means to help faculty more effectively teach information competency skills within their courses. More of these workshops should be planned, with an increased coordination between librarians and instructors of courses that include information competency skills within the course curriculum.

The evaluation of information competency instruction is satisfactorily carried out through student course evaluations, library research workshop assessments, library user surveys and reference service surveys, but many of these evaluation instruments need to be revised to better assess the teaching of specific information competency skills.

Planning Agenda

A Library and Information Competency Committee made up of librarians and faculty representatives from each academic division in the college should be established. One goal of this committee should be the development of a college-wide plan to teach and assess a comprehensive set of information competency skills as set forth in the College's proposed information competency institutional student learning outcomes. This plan should include coordination of information competency instruction between librarians and instructors of courses that include information competency skills within the course curriculum. Workshops for faculty on information competency instruction should also be included in this plan.

Submit Comments

Librarians, in consultation with faculty from all divisions should review and rewrite information competency evaluation instruments to better assess the teaching of specific

information competency skills and expand the assessment of information competency skills from just library-based courses and activities to other courses that include information competency skills within their course curricula.

Standard 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.

Description

Submit Comments

Skyline College Library's regular hours during the Fall and Spring semesters are:

Monday - Thursday: 8:00 a.m. - 10:00 p.m.

Friday: 8:00 a.m. - 4:00 p.m.

Saturday: 10:00 a.m. - 2:00 p.m.

Summer Session hours are:

Monday - Thursday: 9:00 a.m. - 9:00 p.m.

Friday: 9:00 a.m. - 1:00 p.m.

The library is staffed with at least one reference librarian available at all times the library is open and a reference librarian can be reached for phone reference service during all library hours. One of the three full-time librarians works until 10 p.m. Monday through Thursday.

Electronic access to all of the library's subscription article databases, the online catalog to all of the library system's materials and all resources on the library's website are available 24 hours a day. To access the subscription databases from off-campus, a library card bar card number is required to log in. Library cards are freely available to any registered student. All resources on the library's website, including all subscription databases, are accessible from all on-campus computers (in all labs and learning centers) without any log-in required.

Submit Comments

Reference service by Skyline College librarians is available in person and by phone whenever the Library is open. The Library also provides an e-mail reference service on the Library website with a response time of within 48 hours for Monday through Thursday, (with somewhat longer response times for requests submitted on Friday, weekends, or holidays.) Online reference service is also available to any students on a 24-hour by using their library cards to access "AskNow", a service provided through the Library's affiliation with the Peninsula Library Service. (See: http://www.asknow.org/portal.cfm?lib=PLS)

The three SMCCCD college libraries are members of the Peninsula Library System, a consortium of all of the public (city and county) and community college libraries in San Mateo County. As part of the PLS consortium, Skyline College students and staff can access the online catalog--which includes all materials in all of the system's libraries—and they can order materials from any other library to be sent to Skyline College Library through the PLS delivery service. The delivery service delivers to and from Skyline on a daily basis (Monday through Friday) during the Fall and Spring semesters and three days a week during Summer sessions. A service charge of 75 cents per delivered item is charged when the item is picked up.

Submit Comments

The basic library instruction course, LSCI 100, Introduction to Library Resources is offered in an online format.

Access to disabled students

When students are enrolled in DSKL 817 - Assistive Computer Access (will be DSKL 880 Assistive Computer Technology in Fall 06), all students are given a tour of the mainstreamed computer labs on campus to show them where Disabled Student Program and Services (DSPS) computers are located during the beginning of this class. This includes the library, where students are shown the DSPS computer station that has been set up in the library on Table D. See attached syllabus for DSKL 817 for Kurzweil 3000 (the library DSPS station is not included on the syllabus for Dragon NaturallySpeaking as this computer does not have this software loaded on it).

A scanner is set up on this station so that if students are not able to remove materials from the library, they can use this scan station to scan materials and have them read aloud to them using the Assistive Technology installed on this computer (Kurzweil 3000 for students with learning differences or physical disabilities; Kurzweil 1000 for students with vision impairments).

This computer is set up with internet access so students can access the online library resources or any web-based resources. When students have needed additional assistance in accessing the online materials from this location (i.e., a student with vision impairments using a screen reader - JAWS), assistance has been provided by DSPS personnel to ensure that the student is able to access the library resources and use the Assistive Technology software to read the content. The assistive technology on this computer allows the students to access the website content, provided the website(s) they are accessing are accessible according to Section 508 standards.

Submit Comments

During open Assistive Technology Lab hours in Room 1206 - students may drop in during open lab hours and request assistance with looking up articles to research and putting them into Kurzweil 3000 (text-to-speech program) so that the articles can be read aloud to them. In Fall 2006, the Assistive Tech Class/Lab will have another program (ReadOutLoud) that is geared to helping students conduct on-line research by reading web content to them, as well as assist them in making notes and document their sources of information in MLA or APA format (using the bibliography wizard). DSPS will be

purchasing a copy of ReadOutLoud for the DSPS computer in the library so students will also have access to this program in this location.

In addition, DSPS is developing a zero unit class (called Assistive Technology Lab) for students using and receiving assistance through the Assistive Technology Lab in applying the use of the appropriate assistive technology to their course material and assignments. One of the items that has been identified under course content is helping students with developing strategies to create an outline integrating information obtained through online research and reference sources in an appropriate format. This course will be submitted to Curriculum Committee very soon.

Submit Comments

Information about DSPS assistive technology programs and services are included in the Assistive Technology Program component of the DSPS website. An Assistive Technology Program flyer talks about the programs DSPS has available and the classes that DSPS teaches to students with disabilities.

Self Evaluation

Skyline College Library services are accessible to all types of students from in the library, from computers throughout the college and from off-campus via the Internet, e-mail or by telephone. Library hours seem adequate to support students' course schedules, although a number of responses to the student evaluation questionnaire asked for longer hours.

Planning Agenda

Library staff should consider the possibility of increasing library hours. If the staff finds that there are specific additional hours that the library should be open, a proposal for such an extension of hours should be presented to the college administration.
(Note from Steering Committee: Bear in mind that each planning item is a declared commitment to follow through.)

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

Submit Comments

Library
Description
Skyline library occupies the entire second floor of Building 5, with an assignable area of approximately 18,000 square feet. The library's infrastructure, holdings, computer hardware / software, and public safety are maintained and secured as described below:

Library infrastructure:
Environmental control and electrical systems are maintained and serviced by the campus Faculties and Operations Division. Telecommunications equipment is maintained and

serviced by the District Information Technology Services (ITS) division.

Library holdings:
Maintaining an organized, easily accessible book and periodical collection is an ongoing process. Due to shelf space limitations, weeding the collection is done on a continual basis.
The library uses a *3M* brand security system to safeguard the collection. Each book and periodical issue is tagged with an anti-theft device that will set off an audio alarm at the library entrance if the item is being removed from the library without being checked out.

Submit Comments

Computer hardware and software
The library director and librarians perform basic maintenance and troubleshooting tasks for the library's public and staff computer workstations and local area network. Severe or unusual PC or network problems are handled by the District ITS Division in response to work requests submitted by the library director and/or librarians. There are currently 3 full-time ITS support technicians that provide computer support for the entire campus. Network wide changes, virus protection, and software upgrades are also done by the District ITS Division.

Public safety
Threats to public safety and security are referred to the college Security Office when appropriate. A copy of the *Skyline College Emergency Procedures Manual* is kept at the Reference Desk.

Self-Evaluation
Maintenance and security of the library's infrastructure and computer hardware and software is adequate. However, at the current growth rate of the book collection, shelving space will be exhausted in approximately three years. Space restrictions in the main book stacks are so severe that, on average, each book shelf has 6 inches or less for adding new books.

Enhancements to public safety are also warranted. The library is open to the public and in recent years has been witness to an increasing number of incidents involving belligerent and/or illegal behavior.

Planning Agenda
- Begin a planning process for the design and installation of extra shelving.
- Install a public address system.
- Install security cameras and security mirrors at strategic points throughout the library.

Submit Comments

The Learning Center
Description
Skyline Learning Center is located on the first floor of Building 5, with an assignable area of approximately 1,250 square feet. The Center's infrastructure, holdings, computer hardware / software, and public safety are maintained and secured as described below:

Learning Center infrastructure:
Environmental control and electrical systems are maintained and serviced by the campus Faculties and Operations Division. Telecommunications equipment is maintained and serviced by the District Information Technology Services (ITS) division.

Learning Center holdings:
The Media Center house the lending collection of instructional videos, CD's and listening devices that can be checked out or used in the Center. The Media Center uses a *3M* brand security system to safeguard the collection. Each item is tagged with an anti-theft device that will set off an audio alarm at the Learning Center entrance if the item is being removed without being checked out.

Submit Comments

Computer hardware and software
The computer lab coordinators perform basic maintenance and troubleshooting tasks for the public computer workstations and local area network. Severe or unusual PC or network problems are handled by the District ITS Division in response to work requests submitted by Learning Center staff. There are currently three full-time ITS support technicians that provide computer support for the entire campus. Network-wide changes, virus protection, and software upgrades are also done by the District ITS Division.

Public safety
Threats to public safety and security are referred to the College Security Office when appropriate. A copy of the Skyline College Emergency Procedures Manual is kept at the Reference Desk.

Self-Evaluation
Maintenance and security of the Learning Center's infrastructure and computer hardware and software is adequate. However, basic cleanliness of the carpets in the center is not adequate. Carpets appear to rarely be vacuumed and are shampooed only once a year, at best. This degrades the appearance and quality of the learning environment.

Planning Agenda
- Meet with the Director of Building and Maintenance to discuss a plan to improve cleanliness of the Center.

Standard II.C.1.e
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of 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.

Submit Comments

Library
Description

Skyline College Library is a member library of the Peninsula Library System (PLS), a consortium of public and community college libraries in San Mateo County. The PLS system provides the library with a consolidated online public access catalog (OPAC) and integrated library system (circulation, acquisitions, etc.) and gives students access to all of the library materials in all PLS member libraries. PLS currently contracts with Innovative Interface, Inc. to supply and maintain the software for the company's Millennium integrated library system used by all of the PLS libraries.

The PLS system regularly evaluates the quality of its contracted services. For example, in January and February of 2006, PLS conducted (through an outside contractor) a usability study of how Innovative Millennium's OPAC was being implemented in PLS libraries. (See: Usability Findings and Recommendations Report: Peninsula Library System's New Online Catalog, Feb. 17, 2006.)

Submit Comments

Library staff retrieve statistical data on all aspects of library usage from Innovative Millennium, the integrated library system used by the PLS system, by running reports using software on client computers, and on a secure, vendor web site.

Skyline College Library also subscribes to numerous proprietary online databases: the multi-disciplinary Thomson Gale collection, *ProQuest* databases in biology and psychology, *eLibrary*, *Access Science*, *Ethnic NewsWatch*, *Oxford English Dictionary*, *CountryWatch*, *StatUSA*, *Rand California Statistics*, and others. (A complete list of proprietary databases available at Skyline Library can be found at: http://www.skylinecollege.edu/library/dbases.html) The databases the library subscribes to are all contracted through either the PLS consortium or through the Council of Chief Librarians California Community Colleges Electronic Access and Resources Committee (CCL-EAR) (see: http://cclibraries.org/), a consortium of California community college libraries which conducts a program of cooperative buying to leverage purchasing power, assist individual libraries with database contracts and services. Participating libraries in CCL-EAR share reviewing information which evaluates the various online databases which are contracted through the consortium. (See: http://cclibraries.org/reviews) This information is used to help Skyline College librarians select appropriate databases to subscribe to. The database companies provide regular usage reports for each database the library subscribes to. These reports are either sent directly to the library or are accessed online (See: http://www.cclibraries.org/providers/usage/) and these usage reports are also considered by librarians when selecting databases.

Self Evalutaion

Submit Comments

Through its association with the PLS and CCL-EAR, Skyline College Library receives usage information for its contracted services and adequately evaluates the quality of those services. Usage reports for the library's subscription databases should be reviewed by librarians in a more systematic manner.

Planning Agenda

Librarians should systematically review subscription database usage reports on an annual or biannual basis to regularly evaluate the effectiveness and value of these databases.

Learning Center
Description
The Learning Center does not have any contracts with other organizations to provide learning support services.

Self Evaluation
Not applicable.

Planning Agenda
None.

Submit Comments

Standard II.C.2
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Library
Description
The primary method by which Skyline College evaluates library services to assure that they adequately meet students' needs is the Program Review process. Program Review is a 14 month process in which the library formally describes and evaluates its role and how it contributes to the mission and priorities of the college. Broadly speaking, this "self-study" is an attempt to discern how well the library is living up to its Mission and Goals Statement and serving the changing needs of Skyline's diverse community. Program Review must be completed every 6 years by every academic and student services department on campus and serves as the basis for budget allocations and long range planning regarding facilities, staffing, and equipment.

In the Program Review process, the library describes and defines its purpose and goals, how it contributes to student learning, interacts with other programs in the college, remains current in library practice, and enhances student access to the library and its resources and services (see document *2006 Skyline College Library Program Review*). A major piece of the self-study involves gathering and analyzing data that measure information competency and student and faculty perceptions of the library's resources, services, courses, and facilities. Three major survey instruments are used to gather this data:

Submit Comments

- **Skyline College Student Library Satisfaction Survey:** gathers demographic information about the students who use the library, their reasons for using the library, and level of satisfaction with its resources and services.

- **Skyline College Faculty Library Satisfaction Survey:** gathers information about the frequency and nature of faculty use of the library and their level of satisfaction with its resources and services.

- **Research Workshop Assessment**: an on-line post-test designed to measure basic skills in information competency given after librarian-led research workshops.

Based partly on an analysis of this data, the library identifies areas needing improvement or modification and outlines a plan for responding to student and faculty needs. (A discussion of progress made toward goals defined in the previous Program Review is included.)

Submit Comments

Other methods by which the institution evaluates library services include:

- *Student Campus Climate Survey*: Most recently administered in the spring 2006 semester, this campus-wide survey gives students the opportunity to assess the adequacy of the College's programs, services and learning environment, including the library.

- Library Suggestion Box: A practical, anonymous and non-intimidating way for students to offer their feedback and suggestions regarding any aspect of the library and its services.

Self Evaluation

Most of the evaluation methods described above are adequately measuring use, access and satisfaction levels with library resources and services. Listed below are some findings from recent survey instruments that measure use and satisfaction levels:

From the *2006 Skyline College Student Library Satisfaction Survey:*

- 94% had accessed the library's book catalog and/or subscription research databases
- 90% had checked out a book
- 86% had checked out a reserve item
- 89% had asked a reference question
- 80% had attended a library research workshop
- 97% agreed that the library and its resources are very important when they look for information for a class research project
- 52% stated that the library's book collection somewhat met their needs or did not meet their needs (as opposed to completely met their needs)
- 57% stated that the library's periodical collection somewhat met their needs or did not meet their needs (as opposed to completely met their needs)
- 43% stated that the library's subscription research databases somewhat met their needs or did not meet their needs (as opposed to completely met their needs)

Submit Comments

From the *2006 Skyline College Faculty Library Satisfaction Survey*:

- 17% indicated their library use has increased over the past year or two
- 40% had checked out a book
- 17% had made a book purchase recommendation

- 17% had used a library online subscription periodical database
- 49% had placed a course text or other item on reserve
- 41% had requested a library research workshop for their class
- 46% disagreed or somewhat disagreed that the library has a good selection of current, authoritative books in the area(s) in which they teach
- 40% disagreed or somewhat disagreed that the library subscribes to enough periodicals (print and online) relevant to their classes and assignments
- 94% indicated an overall satisfaction with the services the library provides faculty and students

Submit Comments

From the *2006 Student Campus Climate Survey*:

- The adequacy of library resources and services ranked high on both importance (6.23 on a scale of 1 to 7) and satisfaction (5.57 on a scale of 1 to 7).

More effort, however, needs to be put into measuring the relationship of library resources and services to intended student learning outcomes. In other words, how does the library contribute to the achievement of academic program learning outcomes? Currently, only the *Skyline College Faculty Library Satisfaction Survey* attempts to make a connection between the library and student learning outcomes by asking faculty to agree or disagree with these statements:

> *The library and its resources help my students achieve the student learning outcomes in my courses.*
>
> *My students cite higher quality sources after attending a library research workshop.*
>
> *Librarians have helped my students develop the ability to evaluate information sources for quality and credibility.*
>
> *The library is effective in helping students develop information literacy skills.*

Although it is useful to learn faculty opinion on these items, this approach is incomplete because it does not provide data that measures the overall effectiveness of the library regarding student learning. An ongoing, user-centered outcomes assessment plan is needed that will pinpoint exactly what library resources, teaching activities, and services help students become better researchers and critical thinkers. Information from this type of assessment could then be analyzed, interpreted and used as a basis for revising and improving learning objectives, teaching practices, and library practices.

Submit Comments

Planning Agenda

Formulate a student learning outcomes assessment plan for the library that will measure the library's contribution toward the achievement of student learning outcomes and information competency.

Aspects of this plan can include pre and post research workshop testing within specific programs and/or courses and working with classroom faculty to assess and evaluate students' final product research assignments.

- Revise the *Skyline College Student Library Satisfaction Survey* to include questions that ask students to indicate more directly how the library does or does not help them do well in their classes (i.e. achieve learning outcomes) and become better researchers.

Submit Comments

The Learning Center

See C1.a. response (Note from Steering Committee: Please revise this to include the specific information here.)

Submit Comments