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Standard II: Student Learning Programs and Services

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.

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.

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.

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Description

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Library

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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. (See *Skyline College Library Mission and Goals Statement* at <http://www.skylinecollege.edu/library/LibraryMissionStatement.html>).

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

- **Print resources:** The library has a total collection of approximately 50,000 volumes and subscribes to 212 periodicals (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 (450 books and 170 journal articles) and "The Gathering Place" (donated materials maintained by the *Women in Transition* program).

9822
9823 The library's book collection continues to grow. Given below are the numbers of
9824 volumes added to the collection for the years indicated:
9825 2003 -- 1,241 titles added
9826 2004 -- 1,484 titles added
9827 2005 -- 1,514 titles added
9828 2006 -- 1,488 titles added
9829

9830 • **Online resources:** The library provides access to a comprehensive array of
9831 periodical and reference databases covering the social sciences, humanities,
9832 natural sciences, law, and business. Utilizing funds earmarked for library
9833 technology from the State Chancellor's Telecommunications and Technology
9834 Infrastructure Program (TTIP), as well as the library's own budget, the library
9835 subscribes to numerous proprietary databases (i.e. subscriber access only): the
9836 multi-disciplinary Thomson Gale *PowerSearch* collection, ProQuest databases in
9837 biology and psychology, *Access Science*, *Literature Resource Center*, *History*
9838 *Resource Center*, *Ethnic NewsWatch*, *Oxford English Dictionary*, *CountryWatch*,
9839 *Rand California Statistics*, and others. (A complete list of proprietary databases
9840 available at Skyline Library can be found at:

9841 <http://www.skylinecollege.edu/library/dbases.html>)
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9843 The library's online book catalog is provided through its membership in the
9844 Peninsula Library System (PLS), a consortium of 34 public and community
9845 college libraries in San Mateo County founded in 1971. The library's
9846 participation in PLS allows students, faculty, and staff access to the full range of
9847 PLS book and periodical holdings, audio-visual materials, and online database
9848 subscriptions. In Fall 2005, PLS migrated to the *Millennium* automated library
9849 system, which provides the online public catalog as well as acquisitions,
9850 cataloging, and circulation software for library technical services.
9851

9852 Other online resources include digital books accessible via the PLS catalog, the
9853 Lexis-Nexis legal research databases for paralegal students, and archival issues of
9854 the *San Francisco Chronicle* newspaper on CD-ROM and microfilm.
9855

9856 • **Technological equipment:** The library has 67 computer workstations for public
9857 use. Thirty-one computers are in the library's "Demonstration Area" and are used
9858 for classroom instruction purposes. The remaining 33 are available for daily use,
9859 configured into a wide-area network that accesses a high-speed T-1 Internet
9860 connection. In addition to accessing the Internet, these computers also offer
9861 application programs such as *Word* and *Excel*. In 2005 the library started offering
9862 wireless access for those with laptop computers.
9863

9864 For visually impaired students, the library has an ADA compliant computer
9865 workstation equipped with a Braille embosser, a special monitor, and software
9866 programs such as *JAWS* and *ZoomText*.
9867

9868 Other equipment the library offers includes: 2 HP *LaserJet* printers, 3 microfiche
9869 reader/printers, 2 photocopy machines, 6 group study rooms, and seating for 250.
9870 The library occupies the entire second floor of Building Five, an area of
9871 approximately 18,000 square feet.
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9874 Since the collection of materials at Skyline Library is intended to support and
9875 compliment the classroom experience (evidence: see Collection Development
9876 Policy), including student learning outcomes, librarians work with Skyline faculty
9877 to ensure that library holdings are current, authoritative and adequate for every
9878 academic and vocational program offered at the College.
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9880 The selection of library resources, therefore, depends in part on information about student
9881 learning needs provided by classroom faculty. There are three primary methods by which
9882 faculty provide this information to librarians:
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- 9884 • **Research workshops:** Faculty often bring their classes to the library for
9885 librarian-led workshops in which the basic principles of research and information
9886 literacy are presented. These workshops are nearly always tailored to specific
9887 subjects, assignments and projects. In the process of planning their research
9888 assignments and incorporating a research workshop into their class, faculty work
9889 with librarians to insure that the library has the necessary print and online
9890 materials for students to complete their projects.
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- 9892 • **Faculty *New Book Request Form*:** Faculty are encouraged to regularly assess
9893 the adequacy of library holdings in the subject areas in which they teach and make
9894 recommendations for additions to the collection using the online *New Book*
9895 *Request Form*. (see <http://www.smccd.net/accounts/skylib/bookrequest.htm>)
9896
- 9897 • **Librarian requests for faculty input:** In addition to participating in the
9898 collection development process by making book purchase recommendations,
9899 faculty are often consulted on larger collection development issues as they arise,
9900 such as starting or ending subscriptions to specialized online databases and/or
9901 expensive journals, selecting expensive reference works, and withdrawing books.
9902 For example, in September 2005, the history faculty was invited to suggest titles
9903 to purchase to enhance the library's collection of books on indigenous ethnic
9904 groups of the Philippines.
9905

9906 Ensuring that the library offers a collection of materials that is of sufficient quantity,
9907 relevance, quality, depth and variety is an ongoing process that is done at the institution-
9908 wide level and by the library itself. At the institutional level, the College assesses the
9909 library's collection each time a new course is proposed. When a faculty member
9910 proposes a new course, the proposing faculty member assesses the library's collection in
9911 that subject to ensure that an adequate and authoritative range of materials are available
9912 to students. The faculty member must indicate the adequacy or inadequacy of print and
9913 non-print library materials in Section V ("Resources") of the Skyline College Curriculum

9914 Committee Form D: *New Course Request*. If holdings are not sufficient, the faculty
9915 member consults the librarian who serves on the Curriculum Committee and the
9916 necessary resources to help students achieve the learning goals of the new course are
9917 purchased.

9918
9919 Faculty also has the opportunity to register their overall assessment of the library's
9920 resources by completing the faculty satisfaction survey that is done as part of the library's
9921 Program Review process. The 2006 *Skyline College Faculty Library Satisfaction Survey*
9922 gave faculty two opportunities to directly assess the library's resources by agreeing or
9923 disagreeing with these statements:

9924
9925 *The library has a good selection of current, authoritative books in the area(s) in*
9926 *which I teach.*

9927
9928 *The library subscribes to enough periodicals (print and online) that are relevant*
9929 *to my classes and class assignments.*

9930 (Evidence: Faculty Survey:

9931 [http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?I](http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22K2CSENVL7)
9932 [D=L22K2CSENVL7](http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22K2CSENVL7))

9933
9934 Students have the opportunity to assess the library's resources by completing the student
9935 satisfaction survey that is done as part of the library's Program Review process.

9936 Question 6 of the survey asks students to indicate how well the library's books,
9937 periodicals, and online subscription databases meet their research needs. (Evidence:
9938 Student Survey:

9939 [http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?I](http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22JWEGB87BD)
9940 [D=L22JWEGB87BD](http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22JWEGB87BD))

9941 A complete summary and analysis of the 2006 *Library Student Satisfaction Survey* and
9942 *Faculty Satisfaction Survey* can be found in Part G of the 2006 *Skyline College Library*
9943 *Program Review*.)

9944
9945 They had another opportunity to evaluate the adequacy of library resources and services
9946 through the campus-wide *Student Campus Climate Survey*, which was administered
9947 during Spring 2006.

9948
9949 In addition to these college-wide assessments, library resources are also evaluated
9950 through the ongoing collection development activities of Skyline librarians. For
9951 example, librarians often learn about the adequacy or inadequacy of the library's print
9952 and online resources in the course of providing reference service to students. The process
9953 of providing research guidance gives librarians an immediate and continuous "in-the-
9954 trenches" sense of the strengths and weaknesses of the library's collections.

9955
9956 Librarians are also able to assess the effectiveness of the collection by examining the
9957 wide range of research assignments given by classroom faculty. Since these assignments
9958 require students to work within the parameters of a specific subject or topic, librarians

Comment [MSOffice1]: Is this the Student Satisfaction Survey?

9959 have a direct window into determining whether or not the library's print and online
9960 materials are sufficient.
9961
9962 Another method by which librarians evaluate the adequacy of library resources and
9963 services is through assessment of course syllabi. Learning outcomes and research
9964 requirements are given in detail on course syllabi. By examining syllabi across the
9965 curriculum, librarians are engaged in a continuous assessment of library resources.
9966
9967 Collection development is a systematic effort to ensure that the library offers current,
9968 authoritative books, journals, and databases that support and enhance the curriculum.
9969 This process involves judicious and informed selection of new materials, discarding out-
9970 of-date materials, and staying abreast of current trends and key figures in the academic
9971 disciplines taught on this campus.
9972
9973 All activities related to selecting, acquiring, managing, and discarding library materials
9974 are guided by the *Skyline College Library Collection Development Policy*. This
9975 document serves as a reference point for all those involved in decisions regarding the
9976 collection so that coordination and consistency in materials management can be
9977 developed and maintained over time. The goal is to maintain the strengths and correct
9978 the weaknesses of the collection by anticipating and responding to the continuing and
9979 changing information and education needs of students and faculty. (see document *Skyline
9980 College Library Collection Development Policy* at
9981 <http://www.skylinecollege.edu/library/CollectionDevelopmentPolicy.html>.)
9982
9983 Each full-time librarian has been assigned specific subject areas and is responsible for a
9984 systematic evaluation of the holdings in these subjects on a regular basis. This process
9985 involves adding needed titles to the collection by consulting standard and subject
9986 bibliographies, literature reviews, publishers' catalogs, and reputable book review
9987 sources. Judicious weeding of outdated materials is also done regularly.
9988
9989 In order to insure that courses and educational programs have adequate materials in the
9990 library, section VII of the *Collection Development Policy* provides an analysis of the
9991 library's overall collection development strategy. This analysis by subject provides
9992 evidence that the library's acquisition plans are directly related to the College's
9993 educational offerings. The scope and comprehensiveness of collecting is indicated for
9994 each of the 77 subjects listed. The levels are defined as follows:
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9996 initial study = introductory works
9997 basic study = introductory and intermediate works
9998 advanced study = introductory, intermediate, and advanced works
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10000 Furthermore, full-time librarians meet on a weekly basis to discuss, among other things,
10001 important collection development issues. (For an example, see section III of document
10002 *Reference Department Staff Meeting, Agenda, Sept. 1, 2004*.) These meetings allow the
10003 librarians a regular opportunity to discuss overall collection development strategy and

10004 make collaborative decisions on weeding materials or purchasing unique or expensive
10005 items.

10006
10007 In sum, the ongoing efforts of faculty, students, and librarians to assess the library's
10008 resources insure that the library provides materials that enhance and enlarge the teaching
10009 and learning experience. In other words, the quality of the library's collection is
10010 determined by the extent to which these resources contribute to the achievement of
10011 student learning outcomes at the course, program, and institutional levels.
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10014 **The Learning Center**

10015 The Skyline College Learning Center (TLC), supervised by the Director of the Learning
10016 Center/TRIO program, includes the Writing and Reading Lab (WRL), the Math
10017 Assistance Lab (MAL), the English as a Second or Other Language (ESOL) Lab, the
10018 Basic Skills Lab, the Tutoring Assistance Program (TAP), a Computer Lab, Media
10019 Services, and the TRIO/STAARS program. The Learning Center, a program of the
10020 Language Arts Division, is located on the ground floor of Building Five and includes
10021 approximately 1250 square feet of space for tutoring, independent study, workshops,
10022 computer-assisted learning, faculty and staff offices, a room for small-group instruction,
10023 an office and workspace for TRIO students, and a Media Services check-out area. In all,
10024 the Center can accommodate 300 students and is equipped with 65 computers for student
10025 use, including 55 PCs and 10 Macs. Three of the PCs are equipped with adaptive
10026 software for use by students who have learning disabilities. All of the Center's
10027 computers are connected to the Internet to support student research, and are loaded with
10028 software programs that support instruction in courses offered at the College. Three work
10029 stations for students using their own laptops are set up for easy access to electrical and
10030 data ports.

10031
10032 Finally, the Media Center adds another component to The Learning Center. It houses a
10033 large collection of videos, CD's and other media that students can check out to augment
10034 instruction. It also has two CD burners for student use, two microfiche machines, one
10035 slide-viewing machine, five tape players, six tape/CD players, two televisions with DVD,
10036 and 50 sets of headphones with microphones to support instruction in the ESOL Lab. In
10037 addition, the Media Center supports the audio/video technology needs of faculty, staff,
10038 and administrators by providing and maintaining equipment and materials, assisting in
10039 the creation of audio/video materials, and training faculty in the use of equipment for
10040 instruction.

10041
10042 Faculty members help The Learning Center select equipment and materials to support
10043 student learning. Faculty-recommended software to support basic skills is available on
10044 Learning Center computers, and additional software and print materials selected by the
10045 faculty are kept at the Media Center desk for students to borrow. In addition to
10046 recommending educational materials, instructors bring classes to The Learning Center to
10047 complete assignments and show students how to use various software programs and
10048 conduct online research.
10049

10050 **Accounting Center**

10051 The Accounting Center under the direction of the Dean of the Business Division,
10052 provides academic support for students taking courses in the Business Division, utilizing
10053 alternative instructional modes including online, hybrid, and traditional formats to
10054 address diverse learning styles.

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10056 Located in Room 1218 in Building 1, the Accounting Lab offers instruction and tutoring
10057 to students in Business courses, including Accounting, QuickBooks, Statistics,
10058 Economics, and International Business. The Accounting lab does not offer any credited
10059 courses; its purpose is to provide academic support for students. To address the diverse
10060 learning needs of the students, the lab is equipped with 24 PCs on which students can
10061 access MS Office Suite, statistics software, accounting software, and an economics
10062 software program, one HP printer, and an overhead (ceiling) projector for presentations.
10063

Comment [MSOffice2]: Still accurate?

10064

10064 Based on the Program Review in 1999 (Program Review for 2005-06 was postponed and
10065 should be completed in 2006-07), the Business Division made improvements by
10066 upgrading both the software and hardware in the lab. |

Comment [MSOffice3]: Do the results of the 2006-07 program review need to be included here, in terms of upgraded soft and hardware?

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10069 **The CAOT Labs**

10070 There are two CAOT (Computer Applications and Office Technology) labs which
10071 supplement online, traditional and hybrid classes that are used for instruction and tutoring
10072 to students for CAOT courses. The labs, both of which are under the direction of the
10073 Business Division, are located in Room 2117B in Building 2 and Room 1205 in Building
10074 1.

10075

10076 The multimedia lab in Room 1205 is equipped with 26 high-end PCs which serves
10077 students in certificate & degree programs or those who are taking courses for job skills or
10078 self-enrichment. The room is equipped with an overhead (ceiling) projector for
10079 presentations, two HP laser printers and one HP color laser printer for printing of student
10080 projects. Each computer station is equipped with multimedia equipment, VHS recorders,
10081 transcribers and headsets, microphones, headphones, DVD and CD drives, CD burners,
10082 and a scanner. The instructor's station is also equipped with an external hard drive that is
10083 accessible to students and instructors for large multi-media projects. Also, installed on the
10084 computers in both labs are the latest networking and research technology, tutorials, and
10085 versions of software taught in CAOT courses which include Microsoft Office and
10086 Adobe/Macromedia Multi-Media software.
10087

Comment [MSOffice4]: Needs updating.

10088

10088 The CAOT lab in Building 2, Room 2117B is equipped with 40 student computers and
10089 one instructor computer station. The lab is equipped with an overhead projector (ceiling
10090 mounted), scanner, two HP laser printers, an HP desk-jet color printer, and transcribing
10091 machines with headphones that provide the students in the Medical and Legal classes
10092 with access to training and research software besides Microsoft and Adobe/Macromedia.
10093 Medical and Legal students also have access to the software in the lab in Room 1205. All
10094 computer stations are connected to the Internet for student research and tutorials. Room
10095 1205 has one computer station reserved for DSPS accessibility.

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10098 **The MESA Center**

10099 The MESA Student Study Center is part of the California Community College MESA
10100 (Mathematics, Engineering, and Science Achievement) Program designed to help
10101 educationally disadvantaged students excel in math and science majors and graduate from
10102 college with degrees in math-based fields. MESA Lab offers an Orientation Course,
10103 workshops, assistance in the transfer process, field trips, peer support, and tutoring in
10104 math and science (Evidence: transfer list on website
10105 <http://www.smccd.net/accounts/skymesa/Transfer.htm>). Located in Building Seven,
10106 Room 7207, the Lab includes approximately 1000 sq feet and can accommodate 50
10107 students. Staff includes a full-time program coordinator, a faculty sponsor, and 7 student
10108 assistants. MESA Lab houses nine computers for student use equipped with instructional
10109 software selected by mathematics faculty. In keeping with statewide practices, MESA
10110 submits a yearly annual report as well as a mid-year report. Internal evaluation, in the
10111 form of workshop evaluations and assessments, are conducted and shared with faculty
10112 teaching the respective courses. Through consultation with math and science faculty, the
10113 College selects and maintains equipment, textbooks and materials for the center sufficient
10114 to meet student learning needs in their respective courses.

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CALT

10117 (Note from Steering Committee: Please fill in evidence.)CALT is a complex of X
10118 number of open computer labs offering the support of an Instructional Aide in computer
10119 usage, and X classrooms that facilitate effective computer-assisted instruction for any
10120 Skyline course. The classrooms feature a faculty computer station with the capacity of
10121 viewing and interacting with X number of student computer stations. Students can access
10122 wireless connection to Internet in the facility. CALT open labs can accommodate
10123 approximately 160 students at any given time. They are staffed by two instructional
10124 aides (how many at a time?) and X student assistants, (How many computers for
10125 students/faculty use, printers, servers for CS and network equipment?) for PC and
10126 networking classes – Office software, database software, programming languages Java –
10127 visual studio, Course specific software – physiology dry labs, etc.

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Self-Evaluation

10131 **The College meets this standard.** For one, the library has made great strides in recent
10132 years inviting the entire institution to participate in the library's commitment to the
10133 teaching mission of the College. Some examples of this outreach include the student and
10134 faculty surveys, the online *New Books Request Form*, and the library's renewed
10135 representation on the College Curriculum Committee after a long hiatus. Information
10136 provided by faculty insures that the selection of library materials directly supports the
10137 teaching mission of the College.

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However, classroom faculty involvement in the selection and evaluation of library
resources is not as robust as it could be. The Faculty Library Satisfaction Survey (N=77)
reveals that only 17% had ever made a book purchase recommendation. The number of

10142 faculty new book requests for the 2004-2005 academic year was a modest 22. Improved
10143 communication between the library and faculty through flex-day workshops, newsletters,
10144 librarian attendance at all College Division meetings, etc., could be expanded as a way to
10145 encourage greater faculty participation in collection development.

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10149 Furthermore, the library's own evaluation of its resources lacks the peer group
10150 comparison process recommended in the Association of College and Research Libraries
10151 *Standards for Libraries in Higher Education* (2004)
10152 (<http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm>) It would be extremely
10153 helpful for planning purposes to know how other community college libraries with
10154 similar college enrollment numbers compare to Skyline in terms of size of the collection,
10155 space, materials budget, computer hardware and software, etc.

10156
10157 In terms of The Learning Center, operational concerns identified by staff in the past have
10158 included problems with inaccurate student log-in processes for the use of the Center.
10159 This was remedied by the purchase of PC TRAK, individualized log-in software that has
10160 been installed on all the student usage PC's (55) in the Learning Center. This software
10161 blocks access to a computer until the student logs in at his or her individual computer.
10162 The sign in process then requires the student to select either a Learning Center course
10163 (LSKL) or a course with hours by arrangement before they can access the desktop. This
10164 has significantly increased accuracy of student usage for academic purposes.

10165
10166 In program reviews conducted in 1999 and 2001 respectively, Business Administration
10167 and Accounting faculty recommended periodic upgrades of instructional technology
10168 hardware and software because of the need in these fields for state-of-the-art resources.
10169 In its 2002 program review, CAOT faculty identified a variety of upgrades and new
10170 purchases, including replacing computers and printers, upgrading network servers, and
10171 purchasing new equipment.

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10173 Through the College Instructional Technology funding process based on the appropriate
10174 expertise of faculty and advisory board members, 64 computers have been upgraded or
10175 replaced in these labs since the 2002 Program Review; a network server was purchased
10176 for the former Chestnut Center and the server in 8111B was upgraded; and new
10177 transcribers were purchased for the Medical Transcriber and Legal Secretary programs.

10178
10179 Based on the recommendations of faculty in the program review, the Accounting Lab has
10180 also upgraded the expertise of the Instructional Aides who work in the labs and improved
10181 the level of custodial services in the labs.

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10184 **Planning Agenda**

- 10185
10186 • Create a college-wide Library and Information Competency Committee. The purpose
10187 of this committee would be to institute a systematic method for faculty involvement

10188 in collection development and information competency education, as well as the
10189 evaluation of library resources.
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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.

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10195 **Description**
10196 Skyline College has established or is in the process of approving three sets of student
10197 learning outcomes (SLOs) for information competency instruction—at the institutional,
10198 program and course levels.
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10200 Institutional student learning outcomes are scheduled to be approved by May 2007. The
10201 proposed institutional SLO pertaining to information competency states that:
10202
10203 *Students will be able to:*
10204 *1) Effectively locate and access information in numerous formats using a variety*
10205 *of appropriate search tools.*
10206
10207 *2) Use computer technology to organize, manage, integrate, synthesize, create,*
10208 *and communicate information and ideas in order to solve problems and function*
10209 *effectively in an information society.*
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10211 *3) Evaluate the relevance, quality, and credibility of a wide variety of*
10212 *information sources using critical thinking and problem solving skills.*
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10214 In Spring 2007, Skyline librarians wrote the first draft of a college-wide assessment plan
10215 for information competency, which identifies the following SLOs:
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10217 *By the end of their Skyline College experience, the information literate student*
10218 *will be able to:*
10219 *1. Articulate a focused research question, topic, or information need.*
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10221 *2. Identify a variety of types and formats of information sources and select*
10222 *appropriate search tools to find the needed information.*
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10224 *3. Develop and execute an effective research strategy using a wide range of*
10225 *search tools, accurately interpret results, and find authoritative information*
10226 *pertinent to the topic.*
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- 10228 4. Evaluate the relevance, quality, authoritativeness, and credibility of
10229 information retrieved.
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10231 5. Access and use information ethically and legally.
10232 (See: <http://www.skylinecollege.edu/library/InfoLitAssessmentPlan.htm>)
10233

10234 Finally, student learning outcomes have been written for *Introduction to Library*
10235 *Research* (LSCI 100), the College's primary course that focuses exclusively on
10236 information competency instruction. The student learning outcomes for LSCI 100 are:
10237 (The text for this may come out and be cited as evidence instead.)

10238 Upon completion of the course, students will be able to:

10239 1. Formulate a precisely-worded and appropriately focused research topic.

10240 2. Explain the purpose of and differences among the basic online search tools and
10241 be able to select appropriate tools for finding various types of information
10242 sources.

10243 3. Conduct effective basic and advanced searches using online search tools in
10244 order to locate and retrieve relevant information from books, periodicals, and
10245 websites.
10246

10247 4. Evaluate the relevance, quality and credibility of a wide variety of information
10248 sources using critical thinking and problem solving skills.

10249 5. Applying correct documentation style, compile a bibliography of various types
10250 of information sources on a specific research topic.
10251

10252 (See: <http://skylinecollege.net/library/L100/Syllabus.html>)
10253

10254 Librarians teach the components of information competency in a variety of ongoing
10255 ways:
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- 10257
- 10258 • **Library Research Courses:** Three sections of Introduction to Information
10259 Research - LSCI 100 are usually taught each Fall and Spring semester in online
10260 mode. The total end of term enrollment for these courses was: 21 (Fall 2000), 14
10261 (Fall 2001), 30 (Fall 2002), 31 (Fall 2003), 16 (Fall 2004).
10262

10263 This course teaches the full range of information competency components as
10264 outlined in the student learning outcomes discussed above. The full course
10265 content of LSCI 100 is viewable on the course website at:
10266 <http://skylinecollege.edu/library/L100>.
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10268 From Fall 2000 through Fall 2004, the overall success rate for these courses was
10269 63% while the overall retention rate was 65%. See: LSCIProgRevReport.pdf

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- **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 of these 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.

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.

- **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, Skyline librarians also offer information competency workshops through the College’s Writing and Reading Lab. (See: <http://www.smccd.net/accounts/skyltlc/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.

10315 The “Recommended Sources for Subjects & Classes” section of the website
10316 includes over 60 web pages, each of which provides instruction for doing research
10317 in a specific subject or topic area or for specific course content or a designated
10318 research assignment. Each of these “pathfinder” pages provides descriptions and
10319 links to relevant databases (with instruction on how to effectively use those
10320 databases for researching the given subject or topic area) as well as recommended
10321 websites with relevant and reliable information.

10322
10323 The library website is updated on an ongoing basis by the instruction and
10324 reference librarians, and coordinated by one designated librarian who acts as
10325 “webmaster.” The update date and contact information is provided on each page
10326 of the website to inform users of how current the information is and to allow
10327 students to contact librarians if they have any questions or comments about
10328 information on the site.

- 10329
10330 • **Reference service:** Some information competency skills are taught by reference
10331 librarians in the process of providing reference assistance to students in the
10332 library. Most commonly this instruction involves teaching students how to use
10333 information technology tools to locate and retrieve relevant information.
10334 Specifically, reference librarians demonstrate to students the basic use of:
10335 periodical and reference databases to access articles, the library system’s online
10336 catalog to locate books and/or web search tools to access useful web pages. The
10337 reference librarians keep statistics on their specific interactions with students or
10338 other library patrons (see:) and they do selective surveys of students with whom
10339 they have more extensive reference interviews (see:).
- 10340
10341 • **Research Workshops for Faculty:** Librarians have presented workshops for
10342 faculty on online research resources and techniques. These workshops include
10343 methods for how to teach students to evaluate and cite sources and suggestions for
10344 information competency assignments. These workshops have not been presented
10345 for several years.

10346
10347
10348 The Library evaluates its information competency instruction using two primary
10349 methods: research workshop assessment and LSCI 100 assessment. A Research
10350 Workshop Assessment has been administered to the students in selected courses that have
10351 attended these workshops. (See:
10352 <http://www.zoomerang.com/recipient/survey.zgi?p=WEB2253KPFAU6E>) Student
10353 evaluations gathered from students completing LSCI 100 have been overwhelmingly
10354 positive. See: <http://www.smccd.net/accounts/brenner/testpilot/L100-eval.tp4> A more
10355 systematic and thorough evaluation of information competency instruction is being
10356 developed in the form of a detailed assessment plan. The April 2007 draft of the College-
10357 wide assessment plan for information competency, which is discussed in more detail in
10358 Substandard II C 2, is a significant first step in this process.

10359
10360 **The Learning Center**

10361 The Learning Center also provides its users with ongoing instruction so that these
10362 students develop information-competency skills. ESOL faculty and English adjunct
10363 faculty offer individualized tutoring or supplemental instruction in the Learning Center
10364 on a weekly schedule, and members of the English faculty meet each semester with the
10365 English/Writing Instructional Aides to discuss course requirements and recommend
10366 strategies to assist their students with assignments. Faculty from different disciplines are
10367 invited to work with the WRAD (Writing Across the Disciplines) staff to design
10368 appropriate writing and reading activities for their classrooms and utilize resources from
10369 the WRAD Lab. (WRAD Newsletter document)
10370

10371 **Self Evaluation**

10372 **The College partially meets this standard.** Institutional student learning outcomes for
10373 information competency are scheduled to be approved by May 2007 and program-level
10374 and course-level student learning outcomes for information competency are in place.
10375

10376 Despite the lack of a finalized institutional plan for information competency instruction,
10377 the library research course offerings, library research workshops, library website and
10378 library reference services provide extensive instruction in key components of information
10379 competency, especially in the use of online tools to locate and retrieve relevant
10380 information and in the evaluation of the quality of information sources.
10381

10382 However, as proposed in the Planning Agenda for substandard II.C.1.a, a Library and
10383 Information Competency Committee made up of librarians and faculty representatives
10384 from each academic division in the College should be established. The initial goal of this
10385 committee should be the development of a college-wide plan to teach and assess
10386 information competency skills throughout the College. This plan should include the
10387 coordination of information competency instruction between librarians and instructors of
10388 a wide range of courses that include information competency skills within the course
10389 curriculum. The plan should also include a system to help instructors integrate the
10390 teaching of information competency skills into these courses and a method to assess
10391 whether the information competency SLO's are being met in these courses.
10392

10393 Research workshops for faculty help faculty more effectively integrate the teaching of
10394 information competency skills into their courses. More of these workshops should be
10395 offered, with increased coordination between librarians and instructors of courses that
10396 include information competency skills within the course curriculum.
10397

10398 Librarians, in consultation with faculty from all divisions, should review and rewrite
10399 information competency evaluation instruments to better assess the teaching of specific
10400 information competency skills and expand the assessment of information competency
10401 skills from just library-based courses and activities to other courses that include
10402 information competency skills within their course curricula.

10403 **Planning Agenda**

- 10404 • Develop a college-wide plan to teach and assess a comprehensive set of information
10405 competency skills as set forth in the College's proposed information competency
10406 student learning outcomes.
10407

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.

10408
10409 **Description**

10410 The College provides adequate access to the library and other campus learning support
10411 services.
10412

10413 **Library**

10414 Library's regular hours during the Fall and Spring semesters are Monday through
10415 Thursday: 8 a.m. to 10 p.m., Friday 8 a.m. to 4 p.m., and Saturday 10 a.m. to 2 p.m.
10416 Summer Session hours are Monday to Thursday 9a.m. to 9 p.m. and Friday 9 a.m. to 1
10417 p.m.

10418 The library is staffed with at least one reference librarian available at all times the library
10419 is open and a reference librarian can be reached for phone reference service during all
10420 library hours. One of the three full-time librarians works until 10 p.m. Monday through
10421 Thursday.

10422 Electronic access to all of the library's subscription article databases, the online catalog to
10423 all of our library system's materials and all resources on the library's website are
10424 available 24 hours a day. To access the subscription databases from off-campus, a library
10425 card bar card number is required to log in. Library cards are freely available to any
10426 registered student. All resources on the library's website, including all subscription
10427 databases, are accessible from all on-campus computers (in all labs and learning centers)
10428 without any log-in required.

10429 Reference service by Skyline College librarians is available in person and by phone
10430 whenever the Library is open. The Library also provides an e-mail reference service on
10431 the Library website with a response time of within 48 hours for Monday through
10432 Thursday, (with somewhat longer response times for requests submitted on Friday,
10433 weekends, or holidays.) Online reference service is also available to all students on a 24-
10434 hour basis by using their library cards to access "AskNow," a service provided through
10435 our affiliation with the Peninsula Library Service. (See:
10436 <http://www.asknow.org/portal.cfm?lib=PLS>)

10437 The three SMCCCD college libraries are members of the Peninsula Library System, a
10438 consortium of all of the public (city and county) and community college libraries in San
10439 Mateo County. As part of the PLS consortium, Skyline College students and staff can
10440 access the online catalog--which includes all materials in all of the system's libraries—

10441 and they can order materials from any other library to be sent to Skyline College Library
10442 through the PLS delivery service for a nominal fee.. The service delivers to and from
10443 Skyline on a daily basis (Monday through Friday) during the Fall and Spring semesters
10444 and three days a week during Summer sessions.

10445 The basic library instruction course, LSCI 100: Introduction to Library Resources is
10446 offered in an online format.

10447
10448 The library also maintains a Disabled Student Program and Services computer station that
10449 has been set up in the library on Table D. A scanner is set up on this station so that if
10450 students are not able to remove materials from the library, they can use this scan station
10451 to scan materials and have them read aloud to them using the Assistive Technology
10452 installed on this computer (Kurzweil 3000 for students with learning differences or
10453 physical disabilities; Kurzweil 1000 for students with vision impairments).

10454
10455 This computer is set up with Internet access so students can access the online library
10456 resources or any web-based resources. When students have needed additional assistance
10457 in accessing the online materials from this location (i.e., a student with vision
10458 impairments using a screen reader - JAWS), assistance has been provided by DSPS
10459 personnel to ensure that the student is able to access the library resources and use the
10460 Assistive Technology software to read the content. The assistive technology on this
10461 computer allows the students to access the website content, provided the website(s) they
10462 are accessing are accessible according to Section 508 standards. DSPS will be
10463 purchasing a copy of ReadOutLoud for this computer.

10464
10465 **The Learning Center**

10466 Hours of operation of The Learning Center are 7:30 a.m. to 10 p.m. Monday to Friday
10467 and 10 a.m. to 2 p.m. on Saturday.

10468
10469 The Learning Center provides learning skills courses, workshops and tutorial assistance
10470 for a wide array of Skyline classes with drop-in, individualized or group tutoring. The
10471 Center serves approximately 2500 students each semester, with more than 38,000 student
10472 transactions logged per semester (SARS Summary). Students logged an average of 26
10473 hours for supervised tutoring during Fall 2006. In addition to in-person services, online
10474 tutoring assistance in writing was first offered through The Learning Center web site in
10475 Fall 2004, and usage has been increasing each semester. Besides drop-in tutoring, the
10476 Center offers approximately 50 workshops each semester in topics related to learning and
10477 student success, with an average student attendance of 15 (Workshops List). The ESOL
10478 lab conducts weekly conversation groups in addition to workshops. A full description of
10479 services and tutoring schedules can be viewed on The Learning Center web site at
10480 <http://www.smccd.net/accounts/skytlc/index.asp>.

10481
10482 The Center supports instruction in all basic skills courses through an additional 8 hours
10483 attached to those courses (hours by arrangement / HBA). For those students who need
10484 more extensive assistance, the Center offers several Learning Skills courses. While many
10485 students seek help with math or writing coursework, tutoring is also provided for other

10486 courses such as reading, history, the sciences, humanities and psychology.
10487
10488 A specialized support program for low-income, first generation students that is federally-
10489 funded TRIO/STAARS -- (Student Transfer, Academic Achievement, Retention
10490 Services) is provided to more than 300 students each year. Services include intensive
10491 academic support, counseling, and mentoring.
10492
10493 In an effort to increase the visibility and usage, i.e. access, of The Learning Center, its
10494 web site was redesigned for a more attractive and functional appearance and launched in
10495 January 2007. Other efforts to increase student and faculty awareness of the Center,
10496 thereby providing increased opportunities for access, include conducting nearly 50 class
10497 visits to kick off the Spring 2007 semester, presenting a brief overview of services and
10498 producing a monthly newsletter for The Writing Across the Disciplines program, as well
10499 as producing a bookmark listing the workshops offered during each semester. Finally,
10500 the entrance to the Learning Center was redesigned in January 2007 to provide a list of
10501 services and a schematic of where the different labs are located, with signs hung from the
10502 ceiling in each of the 9 service areas to make them more visible.
10503
10504 **Accounting Lab**
10505 The Accounting lab is open Monday through Thursday 8 a.m. to 12 p.m. and 1 p.m. to 8
10506 p.m., and on Friday from 8 a.m. to noon and 1 to 4 p.m.
10507
10508 **CAOT**
10509 The CAOT lab rooms are open to students and faculty Monday through Thursday 8 a.m.
10510 to 4:30 p.m., and 4:30 to 10:00 p.m. in the evenings. On Friday the labs are open from
10511 8:00 a.m. to 4:00 p.m. The CAOT lab in Room 1205 is open Saturday from 8:00 a.m. to
10512 3:00 p.m.
10513
10514 Adequate access to this lab are suggested by the following statistics: During the period
10515 from Fall 2001 through 2005, there were 434 CAOT Certificates earned, and 1139
10516 students who successfully completed courses to acquire or update job skills. (Source:
10517 Cathy Hasson CAOT Dept. Productivity Fall 2001-05).
10518
10519 **The MESA Center**
10520 The lab is open from 8:00 am – 6:00 pm Monday through Thursday, and 8-5pm on
10521 Friday.
10522
10523 Through special sections of the Learning Skills course LSKL 800, the MESA Center also
10524 earns apportionment for approximately 15 FTES and serves approximately 300 students
10525 per semester.
10526
10527 **CALT**
10528 CALT is open from 7:30 AM until 10:00 PM Monday through Thursday and 7:30 –
10529 4:00pm on Friday.

10530 **Self Evaluation**

10531 **The College meets this standard.** Skyline College Library services are accessible to all
10532 types of students from in the library, from computers throughout the College and from
10533 off-campus via the Internet, e-mail or by telephone. Library hours seem adequate to
10534 support course schedules, although a number of responses to the student evaluation
10535 questionnaire asked for longer hours.

10536 **Planning Agenda**

10537 None.

10538

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

10539

10540 **Description**

10541 **Library**

10542 Skyline library occupies the entire second floor of Building 5, with an assignable area of
10543 approximately 18,000 square feet. The library's infrastructure, holdings, computer
10544 hardware / software, and public safety are maintained and secured as described below:
10545

10546 Environmental control and electrical systems are maintained and serviced by the campus
10547 Faculties and Operations Division. Telecommunications equipment is maintained and
10548 serviced by the District Information Technology Services (ITS) division.
10549

10550 Maintaining an organized, easily accessible book and periodical collection is an ongoing
10551 process. Due to shelf space limitations, weeding the collection is done on a continual
10552 basis. Nevertheless, space restrictions in the main book stacks are so severe that, on
10553 average, each book shelf has 6 inches or less for adding new books.
10554

10555 The library uses a 3M brand security system to safeguard the collection. Each book and
10556 periodical issue is tagged with an anti-theft device that will set off an audio alarm at the
10557 library entrance if the item is being removed from the library without being checked out.
10558

10559 The library director and librarians perform basic maintenance and troubleshooting tasks
10560 for the library's public and staff computer workstations and local area network. Severe
10561 or unusual PC or network problems are handled by the District ITS Division in response
10562 to work requests submitted by the library director and/or librarians. There are currently 3
10563 full-time ITS support technicians that provide computer support for the entire campus.
10564 Network wide changes, virus protection, and software upgrades are also done by the
10565 District ITS Division.
10566

10567 **The Learning Center**

10568 Skyline Learning Center is located on the first floor of Building 5, with an assignable
10569 area of approximately 1,250 square feet. The Center's infrastructure, holdings, computer
10570 hardware / software, and public safety are maintained and secured as described below:
10571

10572 Environmental control and electrical systems are maintained and serviced by the campus
10573 Faculties and Operations Division. Telecommunications equipment is maintained and
10574 serviced by the District Information Technology Services (ITS) division.

10575
10576 The Media Center house the lending collection of instructional videos, CD's and listening
10577 devices that can be checked out or used in the Center. The Media Center uses a 3M
10578 brand security system to safeguard the collection. Each item is tagged with an anti-theft
10579 device that will set off an audio alarm at the Learning Center entrance if the item is being
10580 removed without being checked out.

10581
10582 The computer lab coordinators perform basic maintenance and troubleshooting tasks for
10583 the public computer workstations and local area network. Severe or unusual PC or
10584 network problems are handled by the District ITS Division in response to work requests
10585 submitted by Learning Center staff. There are currently three full-time ITS support
10586 technicians that provide computer support for the entire campus. Network-wide changes,
10587 virus protection, and software upgrades are also done by the District ITS Division.

10588
10589

Self-Evaluation

10590 **The College meets this standard.** Maintenance and security of the library's
10591 infrastructure and computer hardware and software is adequate. However, at the current
10592 growth rate of the book collection, shelving space will be exhausted in approximately
10593 three years. Plans for installing extra shelving should be developed.

10594
10595
10596 The library is open to the public and in recent years has been witness to an increasing
10597 number of incidents involving belligerent and/or illegal behavior. Therefore,
10598 enhancements to public safety such as security cameras and security mirrors placed at
10599 strategic points throughout the library are warranted.

10600
10601 Maintenance and security of The Learning Center's infrastructure and computer hardware
10602 and software is adequate. However, basic cleanliness of the carpets in the enter is not
10603 adequate. Carpets appear to rarely be vacuumed and are shampooed only once a year, at
10604 best. This degrades the appearance and quality of the learning environment.

10605
10606

Planning Agenda

- 10607 • Propose specific strategies for addressing the library's security and public safety
- 10608 concerns to the appropriate College committee.
- 10609 • Meet with the Director of Building and Maintenance to discuss a plan to improve
- 10610 cleanliness of The Learning Center.

10611

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.

10612

10613

10614 **Description**

10615 **Library**

10616 Skyline College Library is a member library of the Peninsula Library System (PLS), a
10617 consortium of public and community college libraries in San Mateo County. The PLS
10618 system provides the library with a consolidated online public access catalog (OPAC) and
10619 integrated library system (circulation, acquisitions, etc.) and gives Skyline students
10620 access to all of the library materials in all PLS member libraries. PLS currently contracts
10621 with Innovative Interface, Inc. to supply and maintain the software for the company's
10622 *Millennium* integrated library system used by all of the PLS libraries.

10623

10624 The PLS system regularly evaluates the quality of its contracted services. For example,
10625 in January and February of 2006, PLS conducted (through an outside contractor) a
10626 usability study of how *Millennium*'s OPAC was being implemented in PLS libraries.
10627 (See: Usability Findings and Recommendations Report: Peninsula Library System's New
10628 Online Catalog, Feb. 17, 2006.)

10629

10630 Library staff retrieves statistical data on all aspects of library usage from *Millennium* by
10631 running reports using software on client computers, and on a secure, vendor web site.

10632

10633 Skyline College Library also subscribes to numerous proprietary online databases. (A
10634 complete list of proprietary databases available at Skyline Library can be found at:
10635 <http://www.skylinecollege.edu/library/dbases.html>) The databases the library subscribe
10636 to are all contracted through either the PLS consortium or through the Council of Chief
10637 Librarians California Community Colleges Electronic Access and Resources Committee
10638 (CCL-EAR) (see: <http://cclibraries.org/>), a consortium of California community college
10639 libraries which conducts a program of cooperative buying to leverage purchasing power,
10640 and assists individual libraries with database contracts and services. Participating
10641 libraries in CCL-EAR share reviewing information which evaluates the various online
10642 databases which are contracted through the consortium. (See:
10643 <http://cclibraries.org/reviews>) This information is used to help Skyline College librarians
10644 select appropriate databases to subscribe to. The database companies provide regular
10645 usage reports for each database the library subscribes to. These reports are either sent
10646 directly to the library or are accessed online (See:
10647 <http://www.cclibraries.org/providers/usage/>) and these usage reports are also considered
10648 by librarians when selecting databases.

10649

10650 None of the other learning support services has contracts with other organizations to
10651 provide those services.

10652

10653

10654 **Self Evalutaion**

10655 **The College meets this standard.** Through its association with the PLS and CCL-EAR,
10656 Skyline College Library receives usage information for its contracted services and

Comment [MSOffice5]: Please confirm that this is true.

10657 adequately evaluates the quality of those services. Usage reports for the library's
10658 subscription databases should be reviewed by librarians in a more systematic manner--on
10659 an annual or biannual basis--to regularly evaluate the effectiveness and value of these
10660 databases.

10661 **Planning Agenda**

10662 None.

10663

10664 **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.

10665

10666 **Description**

10667 **Library**

10668 The primary method by which Skyline College evaluates library services to assure that
10669 they adequately meet students' needs is the Program Review process, which must be
10670 completed every six years. Program Review is a 14-month process in which the library
10671 formally describes and evaluates its role and how it contributes to the mission and
10672 priorities of the College. Broadly speaking, this "self-study" is an attempt to discern how
10673 well the library is living up to its mission and goals statement and serving the changing
10674 needs of Skyline's diverse community.

10675

10676 In the Program Review process, the library describes and defines its purpose and goals,
10677 how it contributes to student learning, interacts with other programs in the College,
10678 remains current in library practice, and enhances student access to the library and its
10679 resources and services (see document *2006 Skyline College Library Program Review*). A
10680 major piece of the self study involves gathering and analyzing data that measure students'
10681 information competency skills and student and faculty perceptions of the library's
10682 resources, services, courses, and facilities. Three major survey instruments are used to
10683 gather this data: the Student Library Satisfaction Survey; Faculty Library Satisfaction
10684 Survey; and the Research Workshop Assessment, an on-line post-test designed to
10685 measure basic skills in information competency given after librarian-led research
10686 workshops (evidence:

10687 <http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22KGELUYWSY>).

10688

10689 Based partly on an analysis of this data, the library identifies areas needing improvement
10690 or modification and outlines a plan for responding to student and faculty needs.

10691

10692 Other methods by which the institution evaluates library services include the Student
10693 Campus Climate Survey and the Library Suggestion Box, a practical, anonymous and
10694 non-intimidating way for students to offer their feedback and suggestions regarding any
10695 aspect of the library and its services.

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The Learning Center

10709 The results of the Spring 2006 Student Evaluation of the Learning Center services found
10710 that 88% of those coming to the Center sought tutoring assistance. Specific areas of usage
10711 were as follows: Computer Lab (52%); Tutor Assistance Program (52%); Math
10712 Assistance Lab (48%); Writing and Reading Lab (43%); Counseling for TRIO students
10713 (35%); Media Services (17%); Reading Assistance (16%) N = 64. In terms of assistance
10714 for specific skills, the breakdown is as follows: grammar, punctuation, vocabulary
10715 spelling (54%); writing essays or reports (53%); math or computation skills (42%); study
10716 skills and critical thinking (29%); basic computer skills (27%); reading skills (24%); and
10717 Academic.com computer assisted learning (17%). In addition to seeking help through
10718 tutoring, nearly 70% of those who came to the Learning Center attended at least one
10719 workshop. (Source: Spring 2006 Student Survey Results)

10720 One way The Learning Center evaluates whether or not its services meet identified
10721 student needs is by aligning tutoring services to support the student learning outcomes
10722 (SLO's) of the specific courses for which students request assistance. To do this, course
10723 outlines are kept on file for these courses. For those courses offered by The Learning
10724 Center faculty and staff members, specific SLO's have been developed for each course in
10725 collaboration with the faculty lab coordinators. Students complete evaluations for each
10726 course offered through the Learning Center during the semester in order to determine
10727 how SLO's are being met. In addition, a student survey of Learning Center services is
10728 conducted each semester.

Self Evaluation

10731 **The College meets this standard.** The evaluation methods described above are
10732 adequately measuring use, access and satisfaction levels with library resources and
10733 services.
10734

10735 The Student Library Satisfaction Survey (N= 489) reveals a high level of student library
10736 use: 94% had accessed the library's book catalog and/or subscription databases, 90% had
10737 checked out a book, and 89% had asked a reference question. Although usage is high,
10738 students did express some dissatisfaction with the library's resources: 52% stated that the
10739 library's book collection somewhat met their needs or did not meet their needs, and 43%
10740 stated that the library's subscription databases somewhat met their needs or did not meet
10741

Comment [MSOffice6]: No description for this part exists in regards to the other support services.

10742 their needs.

10743

10744 It is interesting to note that feedback from the 2006 Student Campus Climate Survey
10745 indicated a more positive view of the library's resources: the adequacy of library
10746 resources and services ranked high on both importance (6.23 on a scale of 1 to 7) and
10747 satisfaction (5.57 on a scale of 1 to 7).

10748 (See item 14, page 44 of the survey at:

10749 [http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/](http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf)

10750 [Noel%20Levitz%20-](http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf)

10751 [%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf](http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf)

10752

10753 Therefore, further investigation (through more precise survey instruments or focus
10754 groups, etc.) to discover the exact nature of and reasons for student dissatisfaction with
10755 the library's resources are warranted. (evidence: *Skyline College Student Library*
10756 *Satisfaction Survey*:

10757 [http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?I](http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22JWEGB87BD)

10758 [D=L22JWEGB87BD](http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22JWEGB87BD)

10759

10760 The Faculty Library Satisfaction Survey (N=77) reveals a more modest use of the library:
10761 17% had used a subscription database, and 40% had checked out a book. Faculty
10762 assessment of the library's resources tended to coincide with the dissatisfaction expressed
10763 by students: 46% of faculty disagreed or somewhat disagreed that the library has a good
10764 selection of current, authoritative books in the areas in which they teach, and 40%
10765 disagreed or somewhat disagreed that the library subscribes to enough periodicals (print
10766 and online) relevant to their classes and assignments. However, faculty still held a very
10767 positive view of the library's educational role on campus: 78% agreed that the library and
10768 its resources help students achieve the student learning outcomes in the courses they
10769 teach, and 84% agreed that the library is effective in helping students develop
10770 information literacy skills. (evidence: *Skyline College Faculty Library Satisfaction*
10771 *Survey*:

10772 [http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?I](http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22K2CSENVL7)

10773 [D=L22K2CSENVL7](http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22K2CSENVL7)

10774

10775 In addition to satisfaction surveys, however, more effort needs to be put into measuring
10776 the relationship of library resources and services to intended student learning in
10777 information competency. Helping students develop lifelong information literacy skills is
10778 the heart of the library's educational mission and is done in partnership with classroom
10779 faculty. Therefore, a college-wide plan to assess a full range of information competency
10780 skills throughout the College curriculum should be established. Toward that end, an
10781 initial draft of a formal assessment plan for information literacy instruction has been
10782 written by a Skyline Library instruction librarian, but needs to be refined and put into
10783 operation in collaboration with classroom faculty. (see document *Skyline Library Student*
10784 *Learning Outcomes Assessment Plan for Information Literacy*, Draft, April 2006). The
10785 purpose of this plan will be to describe in detail how the student learning outcomes
10786 pertaining to information competency will be assessed at Skyline College. Information

10787 from this type of ongoing assessment could then be analyzed, interpreted and used as a
10788 basis for revising and improving learning objectives and teaching practices.
10789

10790 Student evaluations for The Learning Center were conducted for the Fall 2005 and Spring
10791 2006 semesters in anticipation of the Center's upcoming Program Review (Fall 2007).
10792 A faculty evaluation of the Center was conducted in April 2006. A preliminary review of
10793 the faculty survey (N 52) indicates an overall positive view of the Learning Center: 71%
10794 rate the Center's effectiveness in improving student learning as very good or excellent.
10795 Faculty utilize the center in a variety of ways. Respondents referred students to the
10796 following services: tutoring (93%), student success workshops (44%), computer-assisted
10797 instruction (40%), TRIO support services (29%), using self-paced materials (27%), and
10798 tours of the center (20%). While overall satisfaction is positive, the faculty also
10799 identified a number of areas needing improvement. While most tutors and instructional
10800 aides are viewed as competent, concerns were expressed by a number of faculty about the
10801 lack of skills by some tutors or lack of experience working with more advanced English
10802 assignments.
10803

10804 Student surveys indicate a higher rate of satisfaction with services received. Questions
10805 related to workshops found that 98% of Spring 2006 students and 95% of Fall 2005
10806 students stated that workshops helped them with their academic success. 93% of the
10807 Spring responders and 94% of the Fall responders agreed that they were able to apply
10808 their new skills to other classes, and 91% (Spring 2006) / 93% (Fall 2005) of the students
10809 agreed that workshops helped them to complete and pass their classes. In terms of
10810 tutoring assistance, 98% of the Spring 2006 respondents agreed that tutoring helped them
10811 improve their understanding of course material, and 93% of Fall responders felt that
10812 tutoring helped them pass their courses. In addition, 90% of the Fall 2005 students and
10813 92% of the Spring responders agreed that tutoring helped them improve their grades.
10814 (Not all of the same questions were asked on both surveys.) A question added to the
10815 Spring survey asked if there was a greater chance the student would have dropped out of
10816 a class without tutoring, with 84% of respondents agreeing. So tutoring appears to be a
10817 valued and valuable service for students who are struggling academically.
10818

10819 As The Learning Center undergoes Program Review, the Center will have the chance to
10820 evaluate its effectiveness in contributing to the achievement of student learning
10821 outcomes. Once established, the Center will use the information as the basis for any
10822 improvements that need to be made.
10823

Comment [MSOffice7]: No evaluation exists for the other support services.

10824 **Planning Agenda**

- 10825 • Under the aegis of the proposed Library and Information Competency Committee,
10826 librarians and classroom faculty should work together to refine and put in place an
10827 assessment plan for information competency and library services at Skyline College.
10828

10829