

Skyline College Library Program Review Executive Summary



Short Summary of Findings

The library's primary role is to provide resources, services, instruction and facilities that support the College's teaching mission. We place students at the center of our focus and provide a variety of learning resources and opportunities that directly contribute to students' academic and professional success. The library is, therefore, an effective partner in helping faculty achieve student learning outcomes at the course, program, and institutional levels. In its academic support role and in its instructional role, the library touches every Skyline student.

A student learning outcomes assessment plan for the library has been developed and implemented, allowing us to continue seeking new and better ways to teach and assess lifelong information literacy skills, which is at the heart of our mission.

The library's resources and programs continue to improve in response to student, faculty, and staff needs. Challenges, however, remain, as an increase in staffing and improvements in library facilities and equipment are urgently needed.

Three Strengths of the Program

- Instructional activities, primarily research workshops and reference service, designed to develop information literacy skills in students that directly contribute to their success in discipline-specific courses and programs. The cornerstone of instruction is the information literacy degree requirement, which involves collaboration with all English 100 instructors. In calendar year 2011, over 4000 students attended library research workshops, all of which took place in the library classroom, our most significant capital improvement project of the past 15 years.
- Extensive access to the library's resources and services. Access to the library continues to expand as seen in the library's "Live Chat" service, remote access to subscription academic databases and online books, and a recently added streaming video collection of academic titles.
- An appreciation for diversity, as seen in our displays, print and electronic collections, customized research workshops, and in the broad range of students we serve.

Three Suggestions for Improvement

- Capital improvement projects, including additional group study rooms for collaborative projects, and replacement of furniture, computers, and carpeting. We propose phasing in the learning commons model to the extent permitted by a reduced budget, along with some of the consultant's key recommendations on reconfiguring the circulation desk area.
- Increased materials funding to expand and update the book and database collections, maintain and develop the streaming video collection, and start an academic eBook collection.
- Restore classified staffing to 2009 level of 3.8 FTE, and add new instructional aide position to support the library's role as the most comprehensive drop-in computer lab on campus.

Full-Time Faculty Signatures

Dennis Wolbers

Poh Kim Lim

Highlight this text & type in name

Eric Brenner

Thomas Hewitt (Library Director)

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Submitted on: March 27, 2012

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SKYLINE COLLEGE LIBRARY PROGRAM REVIEW SELF-STUDY

PART A: Mission Effectiveness

Overview

1. *State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

The Library's fundamental purpose is to support the learner-centered teaching mission of Skyline College and the San Mateo County Community College District. The Library's mission is to directly contribute to the achievement of student learning outcomes at the course, program, and institutional levels.

As a central part of the College teaching community, the Library provides students, faculty, and staff with resources, services, courses and facilities that support the College's mission and values. Specifically, the Library provides: user instruction in accessing, retrieving, and evaluating information resources in all formats (i.e. information literacy); varied, authoritative, and up-to-date resources in both print and electronic formats suitable to a lower division college level, in all major fields of knowledge; equal and unhindered access (including remote access) to print and electronic information resources for students with a wide range of physical and cognitive abilities and learning styles; a variety of materials, programs, exhibits and activities. In addition, the Library supports the College's core value of shared governance, by advocating and facilitating faculty and staff participation in establishing and enhancing the Library's collections and services.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The Library offers resources, services, instruction, and facilities designed to contribute to student success in courses and programs. In its academic support role and its instructional role, the Library touches every Skyline student, and interacts in some way at some time with every academic, student service, and vocational education program at Skyline.

Perhaps the Library's single most significant impact with other programs in the College stems from the recently established information literacy graduation requirement. Beginning in Fall 2011, information literacy became a graduation requirement for all students seeking an Associate degree. Information literacy instruction is now incorporated (or "infused") into all sections of ENGL 100 via two required active-learning workshops given by a Skyline librarian. Since ENGL 100 is a requirement for all those seeking an Associate degree, incorporating information literacy instruction into all sections of ENGL 100 enables students to meet the new requirement without having to take additional units. Successful completion of ENGL 100 is the primary way most students satisfy the information literacy requirement.

The process of infusing information literacy instruction into all sections of ENGL 100 has brought about a close partnership between librarians and English faculty. Since the intent is to teach information literacy skills in the context of actual research and writing assignments given in ENGL 100, librarians and English faculty must work closely together to coordinate their efforts so that the basic skills of information literacy are taught in the course at the point in the semester when students most need that knowledge. In other words, it makes pedagogic sense to give students the opportunity to learn, apply, and master their new information literacy skills in a relevant context, but doing so requires attentive cooperation between librarians and English faculty.

The Library's information literacy instruction program also has a bearing on two other important initiatives at the College:

1. Information literacy is an institutional student learning outcome (ISLO), and the Library is the sole department on campus responsible for teaching and assessing that ISLO. An information literacy assessment plan has been developed and implemented, and two years of assessment results have been uploaded to TracDAT.

2. The Library is the primary department on campus responsible for meeting WASC's accreditation standards pertaining to information literacy (IIC1b and IIC2)

In addition to its close partnership with the English Department due to the information literacy requirement, the Library interacts with and influences the College as a whole and the surrounding community in many different capacities. Skyline Library is far more than a room with a collection of books, journals, and databases. It is a crossroads, meeting place, resource center, service center, and intersection point for the entire campus. Some of the ways in which the Library interacts with the College and the general public is by:

- **Serving as a drop-in computer lab.** The Library is the most heavily used computer lab on campus as students increasingly rely on Library computers for their academic work. In addition to using Library computers for database and Internet searching, students rely on the Library to access and complete online homework assignments and tutorials, create and print essays, projects, and PowerPoint presentations, view online videos and podcasts, listen to online lectures, register for courses, email instructors, and much more. The Library's additional role as computer lab has had a significant impact on the Library, since Library staff is called upon to train and assist students with a variety of hardware and software questions, issues, and problems.
- **Providing a computer classroom** for the use of departments and programs outside the Library. Although first priority is given to the Library's research workshops (approximately 100 each semester), we have made the room available for a variety of presentations from many departments, including Financial Aid and the Sparkpoint Center, and for Banner, CurricUNET, and STOT training sessions.
- **Teaching information literacy** (via one-on-one Reference Service and research workshops for classes) to students in all academic disciplines and vocational programs, tailored to specific subjects and course-level assignments and projects.
- **Supporting the College's role as a leading academic and cultural center** for the community through partnerships with the Peninsula Library System (PLS) and other organizations. We have organized numerous events to complement the PLS initiative *One Book, One Community: San Mateo County Reads*, as well as an annual celebration of National Library Week. By exposing students to the rich diversity of authors, scholars, and other creative minds in the Bay Area, we raise awareness of the importance of books and reading and stimulate an interest in exploring new ideas through the literary arts, thus encouraging our students to become lifelong learners.
- **Serving as a media center**, providing students audio-visual viewing equipment and a collection of over 500 DVD's, CD's, and VHS tapes. Through the Library, students have access to an online film database and the media collection for the entire PLS consortium.
- Providing a **reserve reading collection** of over 500 textbooks, journal articles, and other materials.
- **Providing virtual research assistance** via the latest technologies, including "eReference" service (email) and "Live chat" (Meebo software).
- **Providing a free article delivery service** so that students and faculty can obtain copies of articles not available in the Library subscription databases.
- **Providing free wireless Internet access** (Wi-Fi) in the Library, and **wireless printing** which allows students to send print jobs from home to be printed in the Library. There are also three photocopiers for student use.
- **Providing online instructional materials** designed to help students do more effective research, including online tutorials on finding, evaluating, and citing sources, and more than 60 online research guides ("pathfinders") pertaining to courses and topics taught at Skyline
- **Facilitating shared collection development** by offering faculty the opportunity to enhance the Library's book collection via the online *Library Book Purchase Recommendation Form*
- **Serving as a de facto campus information center**, providing a range of information about the campus and its resources, and answering a wide variety of questions from students and the public. With longer hours than any other office on campus, the Library is often the only place where students can get answers to campus-related questions.

- **Serving as a student study center** and gathering place as hundreds of students come to the Library each day to study and socialize together, and work on group projects.
- **Housing an archive of materials and ephemera** related to the history of Skyline College.

3. *Explain how this program meets the needs of our diverse community.*

The Library meets the needs of our diverse community by offering a variety of resources and services designed to foster inclusion and celebrate diversity:

- Research workshops customized for ESOL, ethnic history, Kababayan, Puente, Women in Transition, and ASTEP courses
- LSCI 110, a one-unit digital oral history research course offered in conjunction with a Kababayan Learning Community course
- Print and electronic resources in the areas of foreign language, multicultural, minority, ethnic, and GLBTQ studies. Online resources include *Ethnic News Watch*, *Country Watch*, *The Encyclopedia of Multicultural America* and *The Encyclopedia of Food and Culture*
- Spanish-language resources, including: *Informe*, a periodical database; and *La Nueva Enciclopedia Cumbre*, a 15-volume print resource
- Foreign language newspapers for speakers of Arabic, Chinese, Italian, Russian, Spanish, and Vietnamese
- Dual-language fiction and non-fiction books
- Spanish version of the Library's home page that includes links to Spanish language databases
- ESOL collection featuring novels and short stories for beginning and intermediate English language learners
- "Ethnic Studies and Diversity" online resources pathfinder created by Skyline Librarians
- ADA compliant disabled students' computer workstation, housing two computers, a printer and a scanner for the Disabled Students Program and Services
- Evening and Saturday hours to serve the needs of part-time students
- Exhibits and book displays celebrating different Heritage Months, e.g. *Black History*, *Women's History*, *Hispanic Heritage*, *Disability Awareness* and other important occasions such as Week of the Young Child, Banned Books Week, 50th anniversary of Brown v. Board of Education, and the Mark Twain Centennial
- Bibliographies, webliographies, posters and bookmarks to promote awareness of and appreciation for the rich diversity of our community

Skyline Library provides a welcoming and inclusive atmosphere that encourages everyone to feel comfortable asking for assistance and information. It is our goal to offer the same professional service and courtesy regardless of race, ethnicity, religion, sexual orientation, economic status, physical ability, cognitive ability, or learning style.

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

The previous Library self-study was submitted in October 2006. Progress, noted in parentheses, has been made on each of the following goals:

- Develop a student learning outcomes assessment plan for the Library (completed; see Student Learning Outcomes & Assessment section in PART B)
- Increase faculty collaboration in information literacy instruction (new collaboration between librarians and English 100 instructors due to information literacy graduation requirement)
- Move and enclose the research workshop area so it is a computer lab/classroom (completed in July 2009)
- Expand and update the book and database collections (ongoing process)
- Increase book shelving for the circulating collection (completed in July 2011)
- Install security cameras and security mirrors at strategic points throughout the Library (cameras installed toward the end of 2010, but no security mirrors)

- Install a staff emergency call button at the Circulation and Reference desks (opted for a software solution, “ePanic”, rather than a call button)

The following goals were not met, and are either carried over to this self-study as projected needs, or have been assigned a lower priority, or placed on hold.

- Establish a "Faculty Advisory Committee" (one unproductive meeting held, but will try to re-establish an advisory committee)
- Create a new staff office and a meeting room (projected need in this self-study; modified as two additional student rooms equipped with technology appropriate for collaborative projects)
- Install a public address system (projected need in this self-study)
- Provide a color photocopier and a color laser-quality printer (on hold)
- Write and publish a Skyline Library Faculty Handbook (on hold)

PART B: Student Learning Programs and Services

Overview

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

While the Library does not utilize an advisory board, the primary external body that sets standards for libraries in higher education is the Association of College and Research Libraries (ACRL). These standards provide guidance for good Library practice and ways to assess that practice using outcome measures. The ACRL also issues information literacy standards for higher education.

Skyline Library's membership in the Peninsula Library System (PLS) is of paramount importance. PLS is a consortium of 34 city, county and all three community college libraries in San Mateo County. The Library's participation in PLS allows students, faculty and staff access to the full, shared holdings of the entire consortium, including books, periodicals, audio-visual materials, computer access, and database subscriptions. With a PLS Library card, Skyline students can request materials online from any Library in the consortium, and an interlibrary truck delivers the requested materials each weekday. Equally, Library users throughout San Mateo County can request Skyline items be sent for pickup at their local libraries.

Currently, PLS is installing radio frequency identification (RFID) systems throughout the consortium. For most libraries, it means a physical remodel to the Library's entrance, installing new machines for both checking out and checking in items, and adding RFID tags to every single Library item. The three colleges are scheduled to be the last adopters for RFID due to the cost. Many PLS libraries are also adopting book handling technology – an automated system of checking books in and sorting them for shelving. PLS has also begun the search to replace the current ILS (integrated library system.) Skyline is working with other PLS libraries to review both open source and new commercial products.

As part of our involvement with PLS, Skyline librarians and staff are members of various PLS committees and working groups which recommend policies and procedures: PLS Circulation Managers Committee, Information Services (e.g., Reference) Committee, Cataloging Standards Committee, and the IT-Group. Skyline staff also participate in the annual county-wide book program, *One Book One Community: San Mateo County Reads*.

Curriculum

2a. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

Information Literacy: Please see the response to question 2 in Part A above.

Library Research Workshops: These workshops constitute the Library's most extensive and important teaching activity since it is here that we engage the greatest number of students (more than 4,000 in calendar year 2011) and attempt to develop information literacy skills that will enable them to succeed in their discipline-specific courses. It is also in this context that librarians work in productive partnership with classroom faculty.

Reference Service: Librarians provide professional guidance for all students who request information, either in person, by phone, through the online "E-Reference" service, or the "Live Chat" service which is available every hour the Library is open. This includes guidance and instruction on narrowing a topic, choosing an appropriate search tool, developing a search strategy, interpreting search results, and evaluating the quality and relevance of the retrieved information.

LSCI 110: Digital Oral Research Project: A practical introduction to methods and techniques of oral research (oral history) using digital audio technology. Students learn to conduct a recorded interview, edit digital audio or video and develop a web page with text, graphics, and audio or video files. Transfer: CSU

2b. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

LSCI 100 (Introduction to Information Research) has been banked in favor of creating and implementing an Information Literacy graduation requirement as discussed in Question 2, Part A.

3. *State how the program has remained current in its area.*

Librarians stay abreast of current developments in Library and information science by reading professional journals, e-mail newsletters and discussion groups, and participating in professional development activities such as seminars, workshops, and professional conferences, including the *California Clearinghouse on Library Instruction*, the *Internet Librarian* annual conference, the *American Library Association* and *California Library Association* annual conferences, and UC Berkeley's *InfoPeople* workshops and seminars.

Skyline librarians apply their knowledge of the latest developments in their field through:

- Research workshops, including the information literacy requirement via all sections of English 100 (two required workshops per each section)
- Instructional materials in print format and on the Library's website
- Methods of providing reference assistance
- The Library website's interface design and web applications

A significant example of how Skyline librarians remain current in the discipline is seen in the emphasis we now give to teaching students how to evaluate sources. Developments in information literacy have emphasized the central importance of evaluating sources in the information gathering process. Skyline librarians have applied this recent focus by:

- Significantly increasing Library course curriculum in methods of evaluating sources
- Putting a greater emphasis on demonstrating methods of evaluation in Library research workshops, including a one hour workshop devoted entirely to evaluating sources for each English 100 section
- Discussing evaluation issues when providing reference help to students
- Updating and expanding our website tutorial on evaluation methods
- Providing classroom faculty with customizable research assignments emphasizing basic methods of evaluating sources

4. *If the student population has changed, state how the program is addressing these changes.*

From the library's vantage point, the student population has changed in two significant ways. First, more students are facing a variety of personal and family financial hardships (unemployment, reduced salary, etc.) that strain their ability to meet the costs of higher education. Soaring textbook prices have significantly increased student demand for textbooks to be placed "on reserve". The library has responded by purchasing a limited number of high-demand textbooks (particularly in Math, Sciences, and Psychology), but student demand continues to far exceed our resources. In the meantime, the library continues to urge faculty to acquire desk copies to place on reserve.

Second, more students are from the Net Generation, i.e. students born and raised in a digital environment, whose

educational needs and expectations are different from their parents'. Net Generation students typically favor immediate results, 24/7 service, group interaction, and prefer to get their information online rather than from print sources. For years, the library has been working to meet these expectations through its technology, resources, and services. The library hopes to ultimately evolve into a "learning commons" in which physical spaces, digital resources, research assistance, and collaborative learning are all interwoven (see *Part E: Action Plan* for more information). In the meantime, some of the recent changes at the Library designed to serve the needs of Net Generation students include:

- "Live chat" and "eReference" services
- eBooks
- Streaming educational video collection covering key disciplines
- Information literacy teaching modules via WebAccess
- Library wireless network
- Wireless printing with an option to send print jobs remotely
- Online suggestion box

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

No external accreditation or certification is required for academic libraries, however the Library keeps up with standards and practices set by the major professional Library organizations, including the American Library Association (ALA) and the Association of College and Research Libraries (ACRL).

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
Learning and discovering Gathering information Attending workshops	Beginning a dialogue Drafting SLOs Drafting assessment plans Taking inventory of assessments Creating instruments for assessment	Engaging in widespread dialogue Implementing assessment plans Refining SLOs Reviewing outcome data and discussing implications	Facilitating discussions and generating new dialogue Conducting workshops Lending assistance

Mark an X on the continuum and briefly comment.



2. *Highlight any major findings and resulting course or program modifications.*

In Fall 2011, 109 student artifacts (research papers, in-class exercises, and surveys) were collected from seven ENGL 100 sections after students had attended two information literacy workshops. The results show that we are meeting or surpassing the target success rates for all five information literacy SLO's nearly every time one of our three assessment instruments is given. The only exception to this high success rate is a slightly lower than hoped for success rate for SLO 3 (online search technique).

3. *How many program changes have been implemented to improve learning based on the outcomes of the assessment?*

None as of this date. However, discussions will be held among librarians in late Spring 2012 on creating

additional assessment methods, especially for SLO 3 (online search technique). Improvements or changes to our approach to teaching online search strategy will also be explored at these Spring 2012 discussions.

4. *What student populations are disproportionately underperforming? Has the department done anything to address these students' needs? If so, what does the department plan to do?*

Our data does not show that a specific student population is underperforming in information literacy.

5. *What additional resources are needed to implement the plan?.*

None at this time.

PART C: Resources

Faculty and Staff

Library staff as of March 2012:

4.8 FTE certificated staff: faculty librarians and a departmental director

3.48 FTE classified staff: library support specialists

1.87 FTE student assistants

Duties and responsibilities of librarians and technicians include but are not limited to the following:

Librarians: Provide reference service; prepare and conduct research workshops; create and update online research pathfinders; oversee all aspects of collection development, including selecting books and periodicals for purchase and withdrawing no longer useful books and periodicals; assess and promote the use of appropriate technologies, resources, and materials for instructional and reference purposes; review and select online subscription databases; develop and teach information literacy classes; update, develop and maintain Library web pages; catalog materials using OCLC and the PLS cataloging module; assist faculty in the development of information literacy components in their research assignments.

Library Support Specialists: Prepare library materials for use through various modules of the Innovative Millennium integrated library system (ILS) to receive, process, barcode, and circulate books, periodicals, and reserve materials; order books, periodicals, supplies, and furniture through Banner or directly from vendors; use Banner student and finance modules to create requisitions and purchase orders; monitor and reconcile budget; transfer funds between accounts; create and track requisitions, purchase orders, procurement card transactions and journal vouchers; train student assistants; place holds on student records as a result of lost materials and unpaid fines; provide effective customer service 62 public desk hours per week; work on addressing library service issues and developing policies and procedures with fellow PLS consortium members.

Student Assistants: Skyline Library has a current roster of 11 student assistants, some of whom are supported by Federal Work Study funds. Student Assistants work a combined total of 70 hours per week. Their work includes shelving books and periodicals, checking items in and out at the front desk, answering directional questions and shelf reading and shifting. Their invaluable help allows Library staff to focus on Library users.

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

Major development activities:

- Information literacy graduation requirement – See Question 2, Part A.
- Implementation and use of Library computer classroom
- “Live chat” and eReference services
- Wireless printing
- Acquired the Media Center’s audiovisual collection
- Emergency alert software installed on staff computers
- Security cameras

Proposed development activities:

- Comprehensive weeding of reference collection to free space for expanded quiet study area
- Construction of additional group study rooms, equipped with appropriate technology for collaborative projects
- Participation in PLS selection process of new integrated library system, and the database cleanup, migration, and training that will ensue
- Staff participation in the PLS RFID initiative (Skyline Library's share will be District funded)

2. *Describe the orientation process for new faculty and staff.*

Training of new full-time librarians (last such occurrence began in January 2000) includes the tenure review process, frequent reference staff meetings, and ongoing email discussion of all topics relevant to the position.

Informal orientation and training of adjunct librarians carried out by the director and full-time reference librarians, in addition to ongoing email discussion of all topics relevant to the position.

Written and verbal procedures developed by full-time staff for training Library and student assistants. More specifically, formal one-on-one training of student assistants, including a manual developed by the library support specialists, as well as commercial library skills software

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

At present, there are no open librarian positions for which we can recruit. However, as it is important to reach as many potential applicants as possible, we would work with District Human Resources and post job openings on websites such as the following: CARL (California Academic & Research Libraries), California Librarians Black Caucus, Reforma (Library services for Spanish speakers), Chinese American Librarians Association, and also work within the Peninsula Library System.

Facilities, Equipment, Materials and Maintenance

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

Facility

Skyline Library is open a total of 62 hours per week, and as many as 1400 students have used the facility in a day for a variety of purposes: to return a book, check out an item, get a Library card, ask for reference help, use a computer, print an assignment, attend a research workshop in the classroom, or copy class readings or reference material for an assignment.

Such heavy use of the facility brings its share of challenges. The Library has lounge seating, tables, chairs, and study carrels for about 180 students at a time, as well as six group study rooms that can accommodate a total of 20 students. As a way to create a larger space for quiet study, a quiet zone now exists on the northwest side of the library, using rows of study carrels. An electrical system insufficient to today's heavy electronics use was addressed by a series of power strips linked together. The carpet, upholstery, blinds, and paint date from 1996, the year the Library opened.

In 2011, we hired a Library consultant to make recommendations on reconfiguring the circulation area, and hope to phase in key improvements in the near future, such as moving the reserve collection closer to a renovated, modernized circulation counter.

Materials

Book Collection: As of March 2012, there were more than 55,000 book volumes in the circulating and reference collections. In the summer of 2011, 77 single-sided book shelves were added in order to expand space for highly impacted areas of the circulating book collection

Research Databases: The Library currently subscribes to a comprehensive array of online, academic databases: EBSCO Premier Package, which includes Academic Search Premier, America: History & Life, and the Psychology & Behavioral Sciences Collection, ProQuest Biology Journals, Films On Demand's streaming video collection, Oxford English Dictionary, ACS chemistry journals, Grove Music Online, JSTOR, McGraw Hill AccessScience, Science Magazine Online, JAMA Online, CountryWatch, and Serials Solutions (database of titles available in our online periodical collections).

Reserve Collection: There are nearly 2500 items in the Reserve collection, including textbooks, DVDs and CDs, with most items limited to a 2-hour, "Library Use Only" loan period. Also on Reserve is a browsing collection of approximately 900 books available for students enrolled in ESOL classes. These books may be borrowed for up to 6 weeks. This year, the ESOL books intended for reading aloud to pre-readers have also been used by the students in ECE 191 – Children's Literature.

Print Periodicals: The Library subscribes to 107 academic and general interest periodical titles for research and recreational reading, maintaining a 4-year back file on most issues. The Library also subscribes to 23 local, national, and international newspapers which are retained for about 6 months. Current issues are available in the Periodicals Area of the Library which provides comfortable seating for casual browsing.

AV Materials: In Summer 2009, the Language Arts Division asked the Library to take on its media collection. Nearly 1,000 VHS tapes and DVDs were boxed and delivered to the Library, along with two VHS players and two standalone DVD players, and a small amount of shelving was removed from the Media Center and installed in the Library. All of the DVDs and several hundred VHS tapes have been cataloged and added to the Reserve collection. (VHS tapes are added only when requested by faculty).

2. List projected needs.

The Library staff shares a vision of what Skyline Library will become – an integrated digital learning or information commons with the adequate support to provide service to students, faculty and staff. There will be an appropriate organization of space to accommodate both group activity and quiet study. Study rooms will have Internet access, "smart" white boards, and students working on projects will have access to reference librarians. That vision is sorely challenged by the current physical space and infrastructure, and adequate technology for this vision is expensive in these challenging times. The following list represents small steps toward a larger goal.

Facility and Equipment

- 22 student computers
- 7 staff office computers
- 4 tablet computers to circulate inside the Library
- A flatbed scanner for student use
- Updated wiring for student laptop connections
- Electrical upgrades to provide consistent power supply at student/public computer tables A, B, and C
- Two to four additional student rooms equipped with technology appropriate for collaborative projects, e.g., rooms with smart white boards, internet connection, and projectors.
- Additional electrical circuit for photocopiers
- A public address system.
- Replace carpet, which is now 16 years old
- New student study tables which provide power for laptops and proper lighting for reading
- Compliance with current electrical and building codes
- New lounge seating for the Periodicals Area
- New paint for the entire library
- Reconfigure and create an ergonomic circulation desk
- Move reserve book shelves closer to the circulation desk

- Ergonomic staff chairs and computer accessories
- New security gate (second level priority)
- Equipment required by PLS RFID project (will funded by District)

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

Employing fractional T-1 lines, the Library has a wide area network consisting of 80 computers, 12 of which reside on the District's administrative network. The instructional network includes two HP LaserJet printers to which students may send print jobs. The networks and computers are maintained by Information Technology Services (ITS), with whom the Library has an excellent working relationship. We assist ITS support technicians through the timely submittal of online work requests, and by sharing relevant information regarding technical issues. Routine troubleshooting and maintenance of the printers, three photocopiers, and a card vending machine is carried out by Pinnacle Document Services, the print management vendor. Pinnacle also provides access to third-party wireless printing software. Technical support for the ILS is provided by the staff at the Peninsula Library Automated Network (PLAN). In addition, PLAN servers are housed at the College of San Mateo, further evidence of the relationship between PLS and the District Libraries.

In sum, the Library's information technology equipment is adequate in terms of software and research databases, but needs to meet current needs by expanding the streaming video offering, and starting an academic eBook collection. In addition, more than two thirds of computer workstations used by students, and all of the staff computers, are aging and should be replaced. Library infrastructure still needs to be addressed to meet the vision of a digital learning commons, a new ILS and RFID technology.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

Not applicable

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

Estimated cost, if known, shown in parentheses:

- Restore classified staffing to 2009 level of 3.8 FTE, or ideally to 4.0 (Fund 1: \$13,000 annual increase, plus health benefits)
- Create new instructional aide position to address technical issues on the library floor; i.e., non-reference questions
- Start an academic eBook collection (\$15,000)
- 4 tablet computers to circulate in the Library (\$2,000)
- A flatbed scanner for student use (\$300)
- Maintain database and streaming video subscriptions (\$21,000 annually)
- Update wiring for student laptop connections
- Electrical upgrades to provide consistent power supply at student/public computer tables A, B, and C; Table D has been upgraded.
- New public and staff office computers (\$14,000 for staff computers, \$44,000 for student stations)
- Additional electrical circuit for photocopiers
- A public address system (use ERS speakers if possible)
- Two to four additional group study rooms equipped with technology appropriate for collaborative projects (\$7500 to \$9700, depending on size)
- Replace public furniture, including student study tables which provide power for laptops and proper lighting for reading
- New carpet

- New lounge seating for the Periodicals Area
- New paint throughout the Library
- Reconfigured, ergonomic circulation desk (\$5,000)
- Move reserve book shelves closer to the circulation desk (\$2754 –contractor’s estimate, May 2001)
- Ergonomic staff chairs and computer accessories (\$4,000)
- New security gate (\$10,000)
- Redesign the Library website (Assistance from new Web Programmer Analyst)

Please see the budget request details in the Resource Needs Summary Table.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

Skyline College Library is committed to developing district-wide policies, procedures and other coordinated activities to better serve Library users at the three colleges. Through its membership in the Peninsula Library System (PLS), Skyline College Library shares an integrated library system (ILS) with the libraries at the College of San Mateo and Cañada College. This ILS includes an online public access catalog as well as staff modules for cataloging, circulation, and acquisition of materials. There is also a weekday interlibrary loan service which delivers materials requested by library users to all PLS libraries, including bringing requested items to Skyline students, faculty and staff.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Library faculty and staff participate in the following committees: Curriculum, SLOAC, College Budget Committee, Management Council, Classified Council, AFT Executive Committee and editor of AFT newsletter, various screening committees, and PLS committee and groups: Admin Council, Circulation Managers, Cataloging, *One Book One Community: San Mateo County Reads*, and IT-Group.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Skyline Library faculty and staff regularly attend Skyline College Management Council, Skyline College Classified Council, District Shared Governance Committee, District Management Forums, AFT Executive Committee, screening and tenure review committees at College of San Mateo and Cañada College.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

Some specific examples of initiative and leadership include the information literacy graduation requirement (question 2, Part A), book displays with themes of historical and cultural significance, President’s Innovation Fund grants for activities related to *One Book One Community* events and the Museum of Tolerance Film Festival, and National Library Week activities. Highlighting our annual National Library Week celebration (April 2012), the Library will announce the formation of a new *in-house* book discussion group where faculty, staff and students can come together and talk about books and the reading experience.

Finally, all Library faculty and staff have input on improving practices and services through frequent email discussions and staff meetings.

PART E: Action Plan

1. *Describe the program’s plan for addressing areas of improvement.*

Background: This action plan has developed from District and College-wide discussions on “The Library of the Future,” also described as an Information or Learning Commons. On the accreditation self-study midterm report in 2010, the College responded as follows regarding item II.C.1.d: “The Chancellor’s Cabinet has charged the colleges with looking more comprehensively at the libraries through the lens of creating a “Library of the Future”. The district will be considering the role of a contemporary library and the type of facilities/technology

investment that will be required in light of emerging technologies, changing demands, and the way we deliver instruction.” This concept was referred to again in the 2011 Skyline Facilities Master Plan: “The existing Library/Learning Resource Center will be renovated to incorporate state-of-the-art technologies to address changes in the ways students, faculty, and staff access information, collaborate with one another on group projects, and provide and receive tutoring.”

On October 19, 2011, the Library and Learning Center directors made a presentation at the Skyline College Management Council Retreat which promoted the idea of a learning commons. Important characteristics of a learning commons include: group study rooms equipped with appropriate technology, supporting group activity and collaborative learning; hardware and software that provide easy access to educational resources in a variety of formats, e.g. online journal databases, online tutoring, streaming video covering key disciplines, an academic eBook collection, and easy access to librarians, media or ITS specialists, and tutors, to assist with learning and student projects.

While the retreat administrators responded positively to this presentation, implementation of a learning commons approach was dependent on the successful passage of Measure H, which was narrowly defeated in November 2011. Though we hope the District will try again with another general obligation bond in the future, we propose in the interim a gradual phase-in of certain aspects of the learning commons model, in addition to along some of the consultant’s main recommendations on reconfiguring the circulation desk area, to the extent permitted by a reduced budget.

Action Plan: Employing a combination of Measure G and instructional equipment funds (and hopefully, future bond measure funds), key elements of this proposal include:

Eliminating the microfilm collection and microfilm readers and building 2 to 4 group study rooms inside of and extending out from that area (without blocking the emergency exit). A contractor’s estimate to build one large room was \$9,630 in May 2011.

Reducing the reference collection by half, noting that future reference items will most likely come in eBook or online formats. A smaller reference collection will eliminate three or four of the double-sided ranges of reference shelves. Replacing them with heavy oak study desks featuring electrical outlets and lamps would create an additional quiet reading area for students.

For a complete list, please see Budget Request under Part C: Resources, or the Resource Needs Summary Table.

Skyline College Program Review

Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Spring** semesters with the most recent on the right.

Year	2009	2010	2011
WSCH	17	54	32

Please comment on program enrollment and expected trends.

Since the Library has not offered LSCI 100 since Fall 2008, and is instead focusing efforts on the information literacy graduation requirement, the WSCH numbers above do not give an accurate picture of library instruction. The sole remaining library course is LSCI 110, offered in Spring semesters only, which is why we have used data for the three previous Spring semesters rather than Fall terms.

A more useful view of the data pertaining to library instruction is as follows: For every section of English 100 (approximately 72 sections per year), librarians conduct two required research workshops. This is in addition to the 80 – 100 workshops for classes other than English 100. Clearly, the bulk of formal library instruction takes place during these workshop sessions.

FTE and WSCH/FTE (LOAD)

Report the previous 3 **Spring** semesters with the most recent on the right

Year	2009	2010	2011
FTE	.58	1.79	1.08
WSCH/FTE	260	805	486

Please comment on the comparison of this program to College trends.

Please see the comment under program enrollment and expected trends above.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Year	2008/09	2009/10	2010/11
Retention	44	32	38
Success	43	30	36

Please comment on the program's success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Please see the comment under program enrollment and expected trends above.

Program Review Course Outline & Prerequisite Checklist

Discipline: LSCI

Semester: Sp. 2012

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

Eric Brenner

Dennis Wolbers

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Date Submitted: *March 28, 2012*

Division Dean: _____

(Additional faculty signature lines may be added to this form as needed.)



MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK, 33-34*)

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

Skyline College Institutional Outcomes Key: (C) central to a course, (S) supported by a course, (blank) does not apply		LSCI 110 – Digital Oral Research Project	Information Literacy Program SLO #1 (topic choice / focus)	Information Literacy Program SLO #2 (search tool selection)	Information Literacy Program SLO #3 (search strategy)	Information Literacy Program SLO #4 (source evaluation)	Institutional Literacy Program SLO #5 (citation style)
Critical Thinking:	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.		S			S	
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.						
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.					S	
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.					C	
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.					S	
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.	C					

Effective Communication:	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C		C	C	C	C
	Effectively express ideas through speaking and writing.	C	C				C
Citizenship:	Demonstrate scientific literacy concerning a range of global issues;						
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	C					
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	S				C	
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	C					
	Demonstrate commitment to active citizenship.						
Information and Computer Technology Literacy:	Effectively locate and access information in numerous formats using a variety of appropriate search tools.		C	C	C	C	C
	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.	C	C	C	C	C	C

Information and Computer Technology Literacy:	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.					C	
Lifelong Wellness:	Demonstrate an understanding of physical fitness and its role in lifelong wellness.						
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.						

Program Review - Resource Needs Summary Table

Program _____ Library _____

	Needs	Notes
Personnel	<ol style="list-style-type: none"> 1. Restore classified staffing to 2009 level of 3.8 FTE, or to 4.0 2. Create new instructional aide position to address technical issues 3. Redesign the Library website 4. 5. 6. 	<ol style="list-style-type: none"> 1) Currently, the library support specialist working evenings and Saturdays is at .48 FTE, while his predecessor, who retired in August 2009, was .80 FTE. Convert position To 11 months, .80 FTE. 4.0 FTE library support specialists would be preferable. 2) The aide would deal with most non-reference issues at computer tables A through D. 3) Assistance from new Web Programmer Analyst
Equipment	<ol style="list-style-type: none"> 1. Update wiring for student laptop connections 2. Electrical upgrades to provide consistent power supply at student/public computer tables A, B, and C. 3. New public and staff office computers 4. 4 tablet computers to circulate in the Library 5. Install second electrical circuit for photocopiers 6. A public address system 7. A flatbed scanner for student use 8. Start an academic eBook collection (\$15,000) 9. Maintain database and streaming video subscriptions (\$21,000 annually) 	<ol style="list-style-type: none"> 1) Presently, we have chained-together power strips in the quiet zone. 2) Table D has been upgraded. 3) 22 of 30 public computers are five years old, and office computers are, on average, seven years old. 4) Cost: \$2,000 5) Our print management vendor has stated that one reason for copier failure is having 3 machines on one circuit. 6) A public address system for closing time and emergency announcements was not installed during the original construction of Building 5.

Program Review - Resource Needs Summary Table

Program _____ Library _____

	Needs	Notes
		7) Cost will be around \$300
Facilities	<ol style="list-style-type: none"> 1. Two to four additional group study rooms; at least one for collaborative media projects 2. Reconfigured, ergonomic circulation desk 3. Move reserve book shelves closer to the circulation desk 4. Replace student furniture 5. Ergonomic staff chairs and computer accessories 6. New carpet 7. Paint the entire Library 8. Replace the security gate 	<ol style="list-style-type: none"> 1) Since a contractor's proposed cost for a larger room was \$9300, the estimated cost of each of these smaller rooms is \$6,500. 2) Estimated cost is \$5,000 3) \$2754 –contractor's estimate, May 2001 4) More solidly constructed tables with electrical connections, and replacement of lounge seating in Current Periodical area. 5) Ergonomic keyboard trays would be the chief accessories. 6) The carpet, which dates from 1996, is not only well worn, but also stained in several places. 7) The interior was last painted in 1995. 8) This is a second level priority, though important to note that the current gate was installed in 1996.

Program Review - Resource Needs Summary Table

Program _____ Library _____

	Needs	Notes

Appendix D Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 25 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

The time frame for completion was adequate.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

The instrument was clear, understandable, and easy to use.

3. Were the questions relevant? If not, please explain and offer suggestions.

It would be helpful to have a Program Review instrument geared toward instructional support programs like the Library and Learning Center.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes, it has value.

5. Was the data you received from administration complete and presented in a clear format?
Would you like additional data?

Because the Library is primarily an instructional support department, the course data is not that relevant (we offer one classroom course, LSCI 110, in spring semesters only). For example, we have to gather our own statistics on the number of students attending research workshops and posing reference questions.

6. Please offer any comments that could improve and/or streamline Program Review.

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Discipline:

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

College President

Comments:

Signature

Separate boxes for each

College Vice Presidents

Comments:

Signature

Curriculum Committee

Comments:

Signature

Original to remain with self-study
Copies to Planning/Budget Committee & Program Review preparer