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.

Description
Library
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 (IIC.1.a.1).

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).

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

Online resources: The library provides access to a comprehensive array of periodical and reference databases covering the social sciences, humanities, natural sciences, law, and business. Utilizing funds earmarked for library technology from the State Chancellor's Telecommunications and Technology Infrastructure Program, as well as the library's own budget, the library subscribes to numerous proprietary databases (i.e. subscriber-access only): the multidisciplinary Thomson Gale PowerSearch collection, ProQuest databases in biology and psychology, Access Science, Literature Resource Center, History Resource Center, Ethnic NewsWatch, Oxford English Dictionary, CountryWatch, Rand California Statistics, and others (IIC.1.a.2).

The library's online book catalog is provided through its membership in the Peninsula

Library System (PLS), a consortium of 34 public and community college libraries in San Mateo County founded in 1971 (IIC.1.a.3). The library's participation in PLS allows faculty, staff, and students access to the full range of PLS book and periodical holdings, audio-visual materials, and online database subscriptions (IIC.1.a.4). In fall 2005, PLS migrated to the Millennium automated library system, which provides the online public catalog as well as acquisitions, cataloging, and circulation software for library technical services.

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

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

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

  Other equipment the library offers includes: two HP LaserJet printers, three microfiche reader/printers, two photocopy machines, six group study rooms, and seating for 250. The library occupies the entire second floor of building 5, an area of approximately 18,000 square feet.

  Since the collection of materials at the library is intended to support and compliment the classroom experience (IIC.1.a.5), including student learning outcomes, librarians work with Skyline faculty to ensure that library holdings are current, authoritative and adequate for every academic and vocational program offered at the college.

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

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

- **Faculty New Book Request Form:** Faculty are encouraged to regularly assess the adequacy of library holdings in the subject areas in which they teach and make recommendations for additions to the collection using the online New Book Request Form (IIC.1.a.6).

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

Ensuring the library offers a collection of materials that is of sufficient quantity, relevance, quality, depth and variety is an ongoing process done at the institutional level and by the library itself. At the institutional level, the college assesses the library's collection each time a new course is proposed. When a faculty member proposes a new course, the proposing faculty member assesses the library's collection in that subject to ensure an adequate and authoritative range of materials are available to students. The faculty member must indicate the adequacy or inadequacy of print and non-print library materials on the new course form itself. If holdings are not sufficient, the faculty member consults library services, and the necessary resources to help students achieve the learning goals of the new course are purchased.

Faculty also have the opportunity to register their overall assessment of the library's resources by completing a faculty satisfaction survey done as part of the library's program-review process. The 2006 Skyline College Faculty Library Satisfaction Survey (IIC.1.a.7) gave faculty two opportunities to directly assess the library's resources by agreeing or disagreeing with these statements:

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

Students have the opportunity to assess the library's resources by completing the student satisfaction survey done as part of the library's program-review process. Question 6 of the survey asks students to indicate how well the library's books, periodicals, and online subscription databases meet their research needs (IIC.1.a.8). A complete summary and analysis of the 2006 Student Library Satisfaction Survey and Faculty Library Satisfaction Survey can be found in Part G of the 2006 Skyline College Library Program Review (IIC.1.a.9).

They had another opportunity to evaluate the adequacy of library resources and services through the campuswide Student Campus Climate Survey, which was administered during spring 2006.

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

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

Another method by which librarians evaluate the adequacy of library resources and services is through assessment of course syllabi. Learning outcomes and research requirements are given in detail on course syllabi. By examining syllabi across the curriculum, librarians are engaged in a continuous assessment of library resources.

Collection development is a systematic effort to ensure that the library offers current, authoritative books, journals, and databases that support and enhance the curriculum. This process involves judicious and informed selection of new materials, discarding out-of-date materials, and staying abreast of current trends and key figures in the academic disciplines taught on this campus.

All activities related to selecting, acquiring, managing, and discarding library materials are guided by the Skyline College Library Collection Development Policy. This document serves as a reference point for all those involved in decisions regarding the collection so that coordination and consistency in materials management can be developed and maintained over time. The goal is to maintain the strengths and correct the weaknesses of the collection by anticipating and responding to the continuing and changing information and education needs of students and faculty (IIC.1.a.5).

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

In order to ensure that courses and educational programs have adequate materials in the library, section VII of the Collection Development Policy provides an analysis of the library's overall collection development strategy. This analysis by subject provides evidence that the library's acquisition plans are directly related to the college's

educational offerings. The scope and comprehensiveness of collecting is indicated for each of the 77 subjects listed. The levels are defined as follows:

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

Furthermore, full-time librarians meet weekly to discuss, among other things, important collection development issues (IIC.1.a.10). These meetings allow the librarians a regular opportunity to discuss overall collection development strategy and make collaborative decisions on weeding materials or purchasing unique or expensive items.

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

The Learning Center
The Learning Center, supervised by the Director of The Learning Center/TRIO program, includes the Writing and Reading Lab, the Math Assistance Lab, the English as a Second or Other Language Lab, the Basic Skills Lab, the Tutoring Assistance Program, a computer lab, Media Services, and the TRIO/STAARS program. The Learning Center is located on the ground floor of building 5 and includes space for tutoring, independent study, workshops, computer-assisted learning, faculty and staff offices, a room for small-group instruction, an office and workspace for TRIO students, and a Media Services check-out area. In all, the center can accommodate 300 students and is equipped with 65 computers for student use, including 55 PC's and 10 Macs. Three of the PC's are equipped with adaptive software for use by students who have learning disabilities. All of the center's computers are connected to the Internet to support student research, and are loaded with software programs that support instruction in courses offered at the college. Three work stations for students using their own laptops are set up for easy access to electrical and data ports.

Faculty members help The Learning Center select equipment and materials to support student learning. Faculty-recommended software to support basic skills is available on Learning Center computers. In addition to recommending educational materials, instructors bring classes to The Learning Center to complete assignments and show students how to use various software programs and conduct online research.

Media Services
The Media Services Center, located within The Learning Center, houses a large collection of videos, CD's and other media that students can check out to augment instruction. Faculty are also able to make available additional software and print materials at the Media Services desk for students to borrow.   It also has two CD burners for student use, two microfiche machines, one slide-viewing machine, five tape players,

Standard IIC.1.a

six tape/CD players, two televisions with DVD, and 50 sets of headphones with microphones to support instruction in the ESOL Lab. Media Services supports the audio/video technology needs of faculty, staff, and administrators by providing and maintaining equipment and materials, assisting in the creation of audio/video materials, and training faculty in the use of equipment for instruction.

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

Located in building 8, the Accounting Lab offers instruction and tutoring to students in business courses, including accounting, QuickBooks, statistics, economics, and international business. The Accounting Lab does not offer any credited courses; its purpose is to provide academic support for students. To address the diverse learning needs of the students, the lab is equipped with 24 PC's on which students can access MS Office Suite, statistics software, accounting software, and an economics software program, one HP printer, and an overhead (ceiling) projector for presentations.

Based on the program review in 1999 (program review for 2005-2006 was postponed and should be completed in 2006-2007), the Business Division made improvements by upgrading both the software and hardware in the lab.

The Computer Applications and Office Technology (CAOT) Labs
There are three CAOT labs which supplement online, traditional and hybrid classes that are used for instruction and tutoring to students for CAOT courses. The labs, all of which are under the direction of the Business Division, are located in building 8.

The CAOT computer lab in Room 8119 is equipped with 37 high-end PCs and one instructor computer station. Each PC is configured with combination DVD/CD burner drives, four USB ports, floppy drives, headphones and microphones. The room is equipped with two scanners, an overhead (ceiling mounted) projector for presentations, one HP laser printer and one Dell color laser printer for printing of student projects. The computer stations are also outfitted with transcribers and headsets that provide the students in the medical and legal classes with access to training and research software.

The computer lab in Room 8121 is equipped with 39 student computers and one instructor computer station which are configured with DVD drives, CD burners, four USB ports, headphones, and microphones. The instructor's station is equipped with an external hard drive that is accessible to students and instructors for large multimedia projects. The lab is equipped with an overhead (ceiling mounted) projector, two scanners, and one Dell color laser printer. Medical and Legal students also have access to training and research software in this lab.

Room 8119-A1 is the Mac Lab which houses 13 Dual Boot Mac computers. This lab has one Dell laser printer and two scanners.

Multimedia equipment such as digital cameras (video and still), panoramic camera head, audio recorders, and VHS recorders are also available for demonstration and hands-on training in various video and audio classes offered by the CAOT Department.

All three labs serve students in certificate and degree programs or those who are taking courses for job skills or self-enrichment. All computer stations are connected to the Internet for student research, tutorials, and testing. Installed on the computers in all three labs are the latest networking and research technology, tutorials, and versions of software taught in CAOT courses which include Microsoft Office and Adobe/Macromedia multimedia software.

The Mathematics, Engineering, and Science Achievement (MESA) Center
The MESA Center is part of the California Community College MESA Program designed to help educationally disadvantaged students excel in math and science majors and graduate from college with degrees in math-based fields. The MESA Center offers an orientation course, workshops, assistance in the transfer process, field trips, peer support, and tutoring in math and science (IIC.1.a.12). Located through spring 2007 in building 7, the center includes approximately 1,000 square feet and can accommodate 50 students. Staff includes a full-time program coordinator, a faculty sponsor, and seven student assistants. The MESA Center houses nine computers for student use equipped with instructional software selected by mathematics faculty. In keeping with statewide practices, MESA submits a yearly annual report as well as a mid-year report. Internal evaluation, in the form of workshop evaluations and assessments, are conducted and shared with faculty teaching the respective courses. Through consultation with math and science faculty, the college selects and maintains equipment, textbooks and materials for the center sufficient to meet student learning needs in their respective courses.

The Center for Advanced Learning and Technology (CALT)
CALT is a complex of one open computer lab offering the support of an instructional aide in computer usage, and three classrooms that facilitate computer-assisted instruction for any Skyline course. The classrooms feature a instructor computer station with the capacity of viewing and interacting with 101 student computer stations. Students can access wireless connection to Internet in the facility. CALT open labs can accommodate approximately 130 students at any given time. They are staffed by two instructional aides (one at a time) and two student assistants, with 126 computers for student and faculty use, six printers, one server for CS and network equipment supplied by the district. Software for PC and networking classes include Microsoft Office, database software, programming languages for Java, and course-specific software, among others.

Self-Evaluation
The college meets this standard. For one, the library has made great strides in recent years inviting the entire institution to participate in the library's commitment to the teaching mission of the college. Some examples of this outreach include the student and

faculty surveys and the online New Books Request Form. Information provided by faculty ensures that the selection of library materials directly supports the teaching mission of the college.

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 reveals that only 17 percent of faculty has ever made a book purchase recommendation. The number of faculty new book requests for the 2004-2005 academic year was a modest 22. Improved communication between the library and faculty through flex-day workshops, newsletters, librarian attendance at all college division meetings, etc., could be expanded as a way to encourage greater faculty participation in collection development. To address this, the Academic Senate has approved a collegewide Library and Information Competency Committee to institute a systematic method for faculty involvement in collection development, information competency education, and evaluation of library resources.

Furthermore, the library's own evaluation of its resources lacks the peer group comparison process recommended in the Association of College and Research Libraries Standards for Libraries in Higher Education (IIC.1.a.11). It would be extremely helpful for planning purposes to know how other community college libraries with similar college enrollment numbers compare to Skyline in terms of size of the collection, space, materials budget, computer hardware and software, etc.

In terms of The Learning Center, operational concerns identified by staff in the past have included problems with inaccurate student log-in processes for the use of the center. This was remedied by the purchase of PC TRAK, individualized log-in software that has been installed on all the student-usage PC's in the Learning Center. This software blocks access to a computer until the student logs in at his or her individual computer. The sign in process then requires the student to select either a Learning Center course or a course with hours by arrangement before they can access the desktop. This has significantly increased the amount of time students use the computers for academic purposes.

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

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

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

Planning Agenda
- Institute the library peer group comparison process recommended by the Association of Libraries in Higher Education.

Evidence:

IIC.1.a.1	Skyline College Library mission and goals statement	http://www.skylinecollege.edu/library/LibraryMissionStatement.html
IIC.1.a.2	Skyline College Library proprietary databases	http://www.skylinecollege.edu/library/dbases.html
IIC.1.a.3	Peninsula Library System	http://www.plsinfo.org/
IIC.1.a.4	Skyline College Library Peninsula Library System web portal	http://catalog.plsinfo.org/search/X
IIC.1.a.5	Skyline College Library Collection Development Policy	http://www.skylinecollege.edu/library/CollectionDevelopmentPolicy.html
IIC.1.a.6	New Book Request Form	http://www.smccd.net/accounts/skylib/bookrequest.htm
IIC.1.a.7	2006 Faculty Library Satisfaction Survey	http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22K2CSENVL7
IIC.1.a.8	2006 Student Library Satisfaction Survey	http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22JWEGB87BD
IIC.1.a.9	Library Services Program Review	http://www.smccd.edu/accounts/skycurr/Program_Review/2006/LIBRARY%20PR.pdf
IIC.1.a.10	Reference Department staff meeting, agenda, Sept. 1, 2004 (Section III)	Hard copy only
IIC.1.a.11	Standards for Libraries in Higher Education	http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm
IIC.1.a.12	MESA transfer list	http://www.smccd.net/accounts/skymesa/Transfer.htm

C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

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

Institutional student learning outcomes were approved May 2007, including one pertaining specifically to information competency (IIC.1.b.1). In spring 2007, Skyline

librarians wrote the first draft of a collegewide assessment plan for information competency, which included several student learning outcomes (IIC.1.b.2). Finally, student learning outcomes have been written for LSCI 100: Introduction to Information Research, the college's primary course that focuses exclusively on information-competency instruction (IIC.1.b.3).

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

- **Library research courses:** Three sections of Introduction to Information Research are usually taught each fall and spring semester in online mode. The total end of term enrollment for these courses was: 21 (fall 2000), 14 (fall 2001), 30 (fall 2002), 31 (fall 2003), and 16 (fall 2004).

  This course teaches the full range of information-competency components as outlined in the student learning outcomes discussed above (IIC.1.b.4).

  From fall 2000 through fall 2004, the overall success rate for these courses was 63 percent while the overall retention rate was 65 percent (IIC.1.b.5).

- **Library research workshops:** In fall 2005, librarians taught library research workshops to 67 different classes, which totaled approximately 3,000 students (IIC.1.b.6). Classes that attend research workshops are generally those requiring 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 specific course content and assignments and cover a limited number of information-competency components.

  These workshops most often focus on teaching the basic use of online research tools (e.g., 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 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 webpages 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 (IIC.1.b.7). 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. A 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 webpages.

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

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

- **Reference service:** Some information-competency skills are taught by reference librarians in the process of providing reference assistance to students in the library. Most commonly this instruction involves teaching students how to use information technology tools to locate and retrieve relevant information. Specifically, reference librarians demonstrate to students the basic use of periodical and reference databases to access articles, the library system's online catalog to locate books and web search tools to access useful web pages. The reference librarians keep statistics on their specific interactions with students or other library patrons (IIC1.b.8) and they do selective surveys of students with whom they have more extensive reference interviews (IIC.1.b.9).

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

The library evaluates its information-competency instruction using two primary methods: Research Workshop Assessment and LSCI 100 assessment. A Research Workshop Assessment has been administered to the students in selected courses that have attended these workshops. Student evaluations gathered from students completing LSCI 100 have been overwhelmingly positive (IIC.1.b.10). A more systematic and thorough evaluation of information competency instruction is being developed in the form of a detailed assessment plan. The April 2007 draft of the collegewide assessment plan for information competency, discussed in more detail in substandard II.C.2, is a significant first step in this process.

Finally, as indicated in substandard II.C.1.a, the college's Academic Senate recently approved a Library and Information Competency Committee.

The Learning Center also provides its users with ongoing instruction so that these students develop information-competency skills. ESOL faculty and English adjunct faculty offer individualized tutoring or supplemental instruction in The Learning Center, both of which address information competency, and members of the English faculty meet each semester with the English/writing instructional aides to discuss course requirements and recommend strategies to assist their students with assignments, many of which require information-competency skills for successful completion. Faculty from different disciplines are invited to work with the Writing/Reading Across the Disciplines (WRAD) staff to design appropriate writing and reading activities for their classrooms and utilize resources from the WRAD Lab (IIC.1.b.11).

Self Evaluation

The college partially meets this standard. Institutional student learning outcomes for information competency were approved May 2007, and program-level and course-level student learning outcomes for information competency are in place.

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

However, as indicated in substandard II.C.1.a, a Library and Information Competency Committee made up of librarians and faculty representatives from each academic division in the college was recently approved by Academic Senate. The initial goal of this committee should be the development of a collegewide plan to teach and assess information competency skills throughout the college. This plan should include the coordination of information-competency instruction between librarians and instructors of a wide range of courses that include information-competency skills within the course curriculum. The plan should also include a system to help instructors integrate the teaching of information-competency skills into these courses and a method to assess whether the information competency student learning outcomes are being met in these courses.

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

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

Planning Agenda

- Through the Library and Information Competency Committee, develop a collegewide plan to teach and assess a comprehensive set of information-competency skills as set forth in the college's proposed information competency student learning outcomes. This plan will ultimately go through Curriculum Committee for approval.

Evidence:

IIC.1.b.1	Skyline College institutional student learning outcomes	http://www.smccd.edu/accounts/skysloac/sloac%20docs/draft%20slos/sp07institutionaloutcomes.doc
IIC.1.b.2	Skyline Library Student Learning Outcomes Assessment Plan for Information Literacy	http://www.skylinecollege.edu/library/InfoLitAssessmentPlan.htm
IIC.1.b.3	Introduction to Information Research syllabus	http://skylinecollege.net/library/L100/Syllabus.html
IIC.1.b.4	Introduction to Information Research website	http://skylinecollege.edu/library/L100
IIC.1.b.5	Skyline College Library Program Review	http://www.smccd.edu/accounts/skycurr/Program_Review/2006/LIBRARY%20PR.pdf
IIC.1.b.6	Library research workshop attendance, fall 2005	Hard copy only
IIC.1.b.7	Writing and Reading Lab workshops	http://www.smccd.net/accounts/skytlc/wrl/Workshops.htm
IIC.1.b.8	Reference librarian interaction log	Hard copy only
IIC.1.b.9	Student reference interview surveys	Hard copy only
IIC.1.b.10	LSCI 100 student evaluations	http://www.smccd.net/accounts/brenner/testpilot/L100-eval.tp4
IIC.1.b.11	Writing/Reading Across Disciplines newsletter	http://www.smccd.edu/accounts/skytlc/wrl_wrad_newsletter.asp

C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location

or means of delivery.

Description

The college provides adequate access to the library and other campus learning support services.

Library

Library's regular hours during the fall and spring semesters are Monday through 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. Summer-session hours are Monday to Thursday 9 a.m. to 9 p.m., and Friday 9 a.m. to 1 p.m.

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

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

Reference service by Skyline College librarians is available in person and by phone whenever the library is open. The library also provides an email reference service on the library website with a response time of within 48 hours for Monday through Thursday (with somewhat longer response times for requests submitted on Friday, weekends, or holidays). Online reference service is also available to all students on a 24-hour basis by using their library cards to access "AskNow," a service provided through affiliation with the Peninsula Library Service (IIC.1.c.1).

The three SMCCCD college libraries are members of the Peninsula Library System (PLS), a consortium of all of the public (city and county) and community college libraries in San Mateo County. As part of the PLS consortium, Skyline College students and staff can access the online catalog—which includes all materials in all of the system's libraries—and they can order materials from any other library to be sent to the Skyline College Library through the PLS delivery service for a nominal fee.. The service delivers to and from Skyline on a daily basis (Monday through Friday) during the fall and spring semesters and three days a week during summer sessions.

The basic library instruction course, LSCI 100: Introduction to Information Research is offered in an online format.

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

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

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

The Learning Center provides learning-skills courses, workshops and tutorial assistance for a wide array of Skyline classes with drop-in, individualized or group tutoring. The center serves approximately 2,500 students each semester, with more than 38,000 student transactions logged per semester (IIC.1.c.2). Students logged an average of 26 hours for supervised tutoring during fall 2006. In addition to in-person services, online tutoring assistance in writing was first offered through The Learning Center website in fall 2004, and usage has been increasing each semester. Besides drop-in tutoring, the center offers approximately 50 workshops each semester in topics related to learning and student success, with an average student attendance of 15 (IIC.1.c.4). The English for Speakers of Other Languages Lab conducts weekly conversation groups in addition to workshops. Full descriptions of services and tutoring schedules are identified on The Learning Center website.

The center supports instruction in all basic skills courses through an additional eight hours attached to those courses (hours by arrangement / HBA). For those students who need more extensive assistance, the center offers several learning skills courses. While many students seek help with math or writing coursework, tutoring is also provided for other courses such as reading, history, the sciences, humanities and psychology.

The federally-funded TRIO/Student Transfer, Academic Achievement, Retention Services (STAARS) program is specialized support for low-income, first-generation students, helping more than 300 students each year. Services include intensive academic support, counseling, and mentoring.

In an effort to increase the visibility and usage (i.e., access) of The Learning Center, its

website was redesigned for a more attractive and functional appearance and launched in January 2007. Other efforts to increase student and faculty awareness of the center, thereby providing increased opportunities for access, include conducting nearly 50 class visits to kick off the spring 2007 semester, presenting a brief overview of services and producing a monthly newsletter for The Writing Across the Disciplines program, as well as producing a bookmark listing the workshops offered during each semester. Finally, the entrance to The Learning Center was redesigned in January 2007 to provide a list of services and a schematic of where the different labs are located, with signs hung from the ceiling in each of the nine service areas to make them more visible.

Accounting Lab
The Accounting Lab is open Monday through Thursday 8 a.m. to 12 p.m. and 1 p.m. to 8 p.m., and Friday from 8 a.m. to noon and 1 to 4 p.m.

Computer Applications and Office Technology (CAOT) Labs
The CAOT Labs are open to students and faculty Monday through Thursday 8 a.m. to 4:30 p.m., and 4:30 to 10 p.m. On Friday the labs are open from 8 a.m. to 4 p.m. One of the CAOT labs is open Saturday from 8 a.m. to 3 p.m.

Adequate access to this lab is suggested by the following statistics: During the period from fall 2001 through 2005, there were 434 CAOT Certificates earned, and 1,139 students who successfully completed courses to acquire or update job skills (IIC.1.c.5).

The Mathematics, Engineering, and Science Achievement (MESA) Center
The MESA Center is open from 8 a.m. to 6 p.m. Monday through Thursday, and 8 a.m. to 5 p.m. on Friday.

Through special sections of the learning skills course, LSKL 800, the MESA Center also earns apportionment for approximately 15 FTES and serves approximately 300 students per semester.

Center for Advanced Learning and Technology (CALT)
CALT is open from 7:30 a.m. to 10 p.m. Monday through Thursday, and 7:30 to 4 p.m. on Friday.

Self Evaluation
The college meets this standard. Skyline College Library services are accessible to all types of students from within the library, from computers throughout the college and from off-campus via the Internet, email, or telephone. Library hours seem adequate to support course schedules, although a number of responses to the student evaluation questionnaire asked for longer hours.

Planning Agenda
None.

Evidence:

IIC.1.c.1	Peninsula Library Service web portal	http://www.asknow.org/portal.cfm?lib=PLS
IIC.1.c.2	SARS Summary	Hard copy only
IIC.1.c.3	The Learning Center website	http://www.smccd.net/accounts/skytlc/index.asp
IIC.1.c.4	Learning Center workshop list	Hard copy only
IIC.1.c.5	CAOT Dept. productivity fall 2001-2005	http://www.smccd.edu/accounts/skypro/program_review/current_year/caot/caot_effectiveness.pdf

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

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

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

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

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

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

The Learning Center
The Learning Center is located on the first floor of building 5, with an assignable area of approximately 9,261 square feet .

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

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

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

It should be noted that custodial services for the campus are under the purview of the district. Campus security is on call in case of disruptive behavior in the library or The Learning Center.

Self-Evaluation
The college meets this standard. Maintenance and security of the library's infrastructure and computer hardware and software is adequate. However, at the current growth rate of the book collection, shelving space will be exhausted in approximately three years.

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

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

Planning Agenda
- Propose specific strategies for addressing the library's security and public safety concerns to the appropriate college or district bodies.
- Develop a collaboration between the Facilities Department and The Learning Center to create a plan to improve the cleanliness of The Learning Center.
- Develop plans for installing extra shelving in the library.

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.

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

The PLS system regularly evaluates the quality of its contracted services. For example,
in January and February of 2006, PLS conducted (through an outside contractor) a
usability study of how Millennium's OPAC was being implemented in PLS libraries
(IIC.1.e.1).

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

Skyline College Library also subscribes to numerous proprietary online databases
(IIC.1.e.2). The databases the library subscribes to are all contracted through either the
PLS consortium or through the Council of Chief Librarians California Community
Colleges Electronic Access and Resources Committee (CCL-EAR) (IIC.1.e.3), a
consortium of California Community College libraries which conducts a program of
cooperative buying to leverage purchasing power, and assists individual libraries with
database contracts and services. Participating libraries in CCL-EAR share reviewing
information which evaluates the various online databases contracted through the
consortium (IIC.1.e.4). This information is used to help Skyline College librarians select
appropriate databases to subscribe to. The database companies provide regular usage
reports for each database the library subscribes to. These reports are either sent directly
to the library or are accessed online (IIC.1.e.5) and these usage reports are also
considered by librarians when selecting databases.

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

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

on an annual or biannual basis—to more regularly evaluate the effectiveness and value of these databases.

Planning Agenda
None.

Evidence:

IIC.1.e.1	Usability Findings and Recommendations Report: Peninsula Library System's New Online Catalog, Feb. 17, 2006	Hard copy only
IIC.1.e.2	Skyline Library proprietary databases	http://www.skylinecollegeledu/library/dbases.html
IIC.1.e.3	Council of Chief Librarians California Community Colleges Electronic Access and Resources Committee	http://cclibraries.org
IIC.1.e.4	CCL-EAR review information	Http://cclibries.org/reviews
IIC.1.e.5	CCL-EAR usage reports	http://www.cclibraries.org/providers/usage/

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.

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

In the program-review process, the library describes and defines its purpose and goals, how it contributes to student learning, interacts with other programs in the college, remains current in library practice, and enhances student access to the library and its resources and services (IIC.2.1). A major piece of the self study involves gathering and analyzing data that measure students' information-competency skills and student and faculty perceptions of the library's resources, services, courses, and facilities. Three major survey instruments are used to gather this data: the Student Library Satisfaction Survey; Faculty Library Satisfaction Survey; and the Research Workshop Assessment, an

online post-test designed to measure basic skills in information competency given after librarian-led research workshops (IIC.2.2).

Additionally, the library also uses student learning outcomes (SLO's) to evaluate effectiveness in meeting student needs. These SLO's include the institutional SLO's as they pertain to information competency, SLO's from the library's collegewide assessment plan for information competency, and SLO's written for specific library courses, such as LSCI 100.

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

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

The Learning Center
The results of the spring 2006 Student Evaluation of The Learning Center services found that 88 percent of those coming to the center sought tutoring assistance. Specific areas of usage were as follows: computer lab (52 percent); Tutor Assistance Program (52 percent); Math Assistance Lab (48 percent); Writing and Reading Lab (43 percent); counseling for TRIO students (35 percent); Media Services (17 percent); reading assistance (16 percent). In terms of assistance for specific skills, the breakdown is as follows: grammar, punctuation, vocabulary spelling (54 percent); writing essays or reports (53 percent); math or computation skills (42 percent); study skills and critical thinking (29 percent); basic computer skills (27 percent); reading skills (24 percent); and Academic.com computer assisted learning (17 percent). In addition to seeking help through tutoring, nearly 70 percent of those who came to The Learning Center attended at least one workshop (IIC.2.3).

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

Self Evaluation
The college meets this standard. The evaluation methods described above are adequately measuring use, access and satisfaction levels with library resources and services.

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

It is interesting to note that feedback from the 2006 Student Campus Climate Survey indicated a more positive view of the library's resources: the adequacy of library resources and services ranked high on both importance (6.23 on a scale of 1 to 7) and satisfaction (5.57 on a scale of 1 to 7) (IIC.2.4).

Therefore, further investigation (through more precise survey instruments or focus groups, etc.) to discover the exact nature of and reasons for student dissatisfaction with the library's resources are warranted (IIC.2.5).

The Faculty Library Satisfaction Survey reveals a more modest use of the library: 17 percent had used a subscription database, and 40 percent had checked out a book. Faculty assessment of the library's resources tended to coincide with the dissatisfaction expressed by students: 46 percent of faculty disagreed or somewhat disagreed that the library has a good selection of current, authoritative books in the areas in which they teach, and 40 percent disagreed or somewhat disagreed that the library subscribes to enough periodicals (print and online) relevant to their classes and assignments. However, faculty still held a very positive view of the library's educational role on campus: 78 percent agreed that the library and its resources help students achieve the student learning outcomes in the courses they teach, and 84 percent agreed that the library is effective in helping students develop information-literacy skills (IIC.2.6).

In addition to satisfaction surveys, however, more effort needs to be put into measuring the relationship of library resources and services to intended student learning in information competency. Helping students develop lifelong information-literacy skills is the heart of the library's educational mission and is done in partnership with classroom faculty. Therefore, a collegewide plan to assess a full range of information-competency skills throughout the college curriculum should be established. Toward that end, an initial draft of a formal assessment plan for information-literacy instruction has been written by a Skyline Library instruction librarian, but needs to be refined and put into operation in collaboration with classroom faculty (IIC.2.9). The purpose of this plan will be to describe in detail how the student learning outcomes pertaining to information competency will be assessed at Skyline College. Information from this type of ongoing assessment could then be analyzed, interpreted and used as a basis for revising and improving learning objectives and teaching practices.

Student evaluations for The Learning Center (IIC.2.7) were conducted for the fall 2005 and spring 2006 semesters in anticipation of the center's program review (fall 2007). A faculty evaluation of the center was conducted in April 2006 (IIC.2.8). A preliminary

review of the faculty survey indicates an overall positive view of The Learning Center: 71 percent rate the center's effectiveness in improving student learning as very good or excellent. Faculty utilize the center in a variety of ways. Respondents referred students to the following services: tutoring (93 percent), student success workshops (44 percent), computer-assisted instruction (40 percent), TRIO support services (29 percent), using self-paced materials (27 percent), and tours of the center (20 percent). While overall satisfaction is positive, the faculty also identified a number of areas needing improvement. While most tutors and instructional aides are viewed as competent, concerns were expressed by a number of faculty about the lack of skills by some tutors or lack of experience working with more advanced English assignments.

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

As The Learning Center undergoes program review, the center will have the chance to evaluate its effectiveness in contributing to the achievement of student learning outcomes. Once established, the center will use the information as the basis for any improvements that need to be made.

Planning Agenda
- Through the Library and Information Competency Committee, put in place an assessment plan for information competency and library services at Skyline College.

Evidence:

IIC.2.1	2006 Skyline College Library Program Review	http://www.smccd.edu/accounts/skycurr/Program_Review/2006/LIBRARY%20PR.pdf
IIC.2.2	Research Workshop Assessment survey results	http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22KGELUYWSY
IIC.2.3	Learning Center Spring 2006 Student Survey results	Hard copy only
IIC.2.4	2006 Student Campus Climate Survey (item 14, page 44)	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-

		%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf
IIC.2.5	Skyline College Student Library Satisfaction Survey	http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22JWEGB87BD
IIC.2.6	Skyline College Faculty Library Satisfaction Survey	http://www.zoomerang.com/web/SharedResults/SharedResultsSurveyResultsPage.aspx?ID=L22K2CSENVL7
IIC.2.7	Learning Center student evaluations fall 2005 and spring 2006	Hard copy only
IIC.2.8	Learning Center faculty evaluation spring 2006	Hard copy only
IIC.2.9	Skyline Library Student Learning Outcomes Assessment Plan for Information Literacy, Draft, April 2006	Hard copy only

Standard IIC.2