

2018 Library Annual Program Plan

LIBR Library

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

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 College student, and interacts in some way at some time with every academic, student service, and vocational education program and supports the college mission to empower and transform a global community of learners.

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. The library succeeds in providing resources that are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities. This commitment to providing sufficient library resources directly supports Skyline College Goal #1: Develop the scope, quality, accessibility and accountability of instructional and student service offerings. It is also in alignment with Skyline College Strategic Priority #1 – Facilities and Technology.

Associated Objectives
 573-Library staffing
 574-Long Term Facilities and Technology Plans

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Chelssee De Barra, Interim Learning Center Manager

Kim Lim, Librarian

Eric Brenner, Librarian

Pia Walawalkar, Outreach Librarian

Kristen Tuck, Library Support Specialist

Lori Lisowski, Library Support Specialist

Carol Driscoll, Library Support Specialist

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Previous program objectives (goals) were identified in the 2016-2017 APP in the following areas:

Staffing: The Library has hired a replacement Instructional Aide II (IA2), a replacement 0.8 FTE Library Support Specialist, three replacement part-time faculty librarians, and a full-time faculty librarian for new outreach and OER services.

Permanent growth positions were not approved by the college and the Library still needs an additional Faculty Librarian (1.0 FTE). An additional Faculty Librarian (1 FTE) was ranked in the top five for the college by the FTES Committee in 2015-16. The need for an additional full-time Faculty Librarian is based on a considerable increase in the number of informational literacy workshops (number of ENGL 100 & 105 sections increased by 50% or more due to the phasing out of ENGL 846 remedial sections) and other informational literacy instructional activities such as embedded librarians, librarians working with faculty to include informational literacy on Canvas, including librarians in Accudemia, etc., and the need to assume the retired librarian's duties.

In addition, the Library needs an evening IA2 (0.48 FTE) and to increase the 0.8 FTE Library Support Specialist to 1.0 FTE to manage increasing workload. Additional student assistants are also needed for new support for the Canvas implementation

Collections and Services: The Library added a 24/7 chat reference service (QuestionPoint) that has improved off-campus and online student research help and a site license to NYTimes.com by cancelling some existing subscriptions in the previous year. These services are essential for Distance Education courses and the Library has subscribed to new electronic resources (including a multicultural news database); hence funding is needed for continuing subscriptions. In AY 16/17, the Library received temporary collection funding for the Baccalaureate Program in Respiratory Care (BSRC) for journal subscriptions and print books and expanded the Reserve Textbook Collection with temporary funding from Associated Students of Skyline College (\$10,000). This funding was not available for AY 17/18. The Library needs additional funding for electronic resources, textbooks, and to continue adequate support of the BSRC program including upper division General Education and the Zero Textbook Cost Degree program.

Technology upgrades: The Library implemented student laptop checkout (10 PC laptops) and a high-resolution scanner in 2016 with Instructional Equipment Funds, but 30 more PC laptops (or Chromebooks) are needed for a swing classroom library research workshops and another high-resolution scanner is greatly needed due to student demand. The Library has taken the lead in providing first-level Canvas support for students, and implemented Skyline College Technology Support service in 2016 and the service has been well received. Additional student assistant staffing and IA2 (0.48) support is needed for Canvas and other technology support. The Library was not funded to purchase iMac desktops for student video editing and multimedia projects or for new iPads for student checkout. There is still a need for this hardware for student digital media projects.

Furniture/Facilities: The Library has continued to have issues with furniture and facilities that were not addressed in the review period including replacing the Check-out desk with practical design and replacing windows and blinds to protect staff and students' safety during emergency situation. The reference desk and Technology Support desks has been combined but needs redesign so that the Technology Help Desk will face north for visibility and better services to students. The library classroom needs flexible, collaborative furniture to enable group work, better instructor-student communication and greater ability to implement interactive, student-centered pedagogies. There are ongoing facilities issues such as lighting, odors, leaks and uncontrollable room temperature and air circulation.







Events: The Library has grown its outreach programs and events in the last year including the first Human Library event funded by a PIF grant, continuing partnership with English Department on Poetry Month, and continuing the successful "De-Stress for Success" programming at finals. The Library has explored new ways to promote library resources to students and staff including Skyline Shines articles, partnering with Skyline View, and utilizing MCPR services.

Learning Commons integration: The Library has continued to work with the Learning Center team to better integrate services such as co-hosting academic success workshops. Building signage for the Learning Commons has not been updated to reflect our services and for student usability. Additional renovations are needed to physically integrate the Library and Learning Center into a true Learning Commons. Increased Learning Commons-wide training and team-building for staff and student assistants, cross-training of staff, and library faculty available for research help in the Learning Center itself will further the integration.

Long Term Plans: There has not been progress on long-term plans including upgrading print management systems, replacing windows and blinds, and

implementing RFID technology and self-check machines across District libraries. They are on-going needs for the Library.

Associated Objectives

-  [571-BSRC program library support and collection](#)
-  [572-Library Furniture, Fixtures, and Equipment requests](#)
-  [573-Library staffing](#)
-  [574-Long Term Facilities and Technology Plans](#)
-  [337-Technology needs](#)
-  [575-Textbook affordability, ZTC, and Open Educational Resources](#)

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

Bachelor's Degree Program: The Baccalaureate Degree in Respiratory Care will be offered online only. The Library still needs additional staffing and collections, especially digital resources, to support the upper-division general education and subject coursework and for accreditation.

Multiple Measures/Acceleration: There are higher numbers of ENGL 105 sections because of multiple measures placement and acceleration efforts. Librarians provide two information literacy workshops in ENGL 100 and 105 that fulfill the information literacy graduation requirement. There is an increase of information literacy workshops and this proportionally increases librarian workload.

New national Information Literacy Framework: The recently adopted Association of College and Research Libraries' (ACRL) Framework for Information Literacy for Higher Education significantly shifts pedagogical thinking and challenges us to expand and improve our information literacy instruction. This changes the emphasis of our teaching from tasks and skills to critical thinking about information, which is directly supportive of College goals for student preparation for transfer.

Canvas implementation: The Canvas implementation in Summer 2017 has affected the Library because we have the only open computer lab at Skyline College. The Library has provided student Canvas workshops and in-person assistance during operating hours through the new Skyline College Technology Support Desk, which is located in and staffed by the Library.

Textbook Affordability Initiatives: The Library has taken a lead role in textbook affordability advocacy and support for open educational resources (OER). There is much more work needed for OER awareness, adoption, creation, and assessment at Skyline College, and additional resources are needed for faculty outreach and support.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

N/A. The Library no longer offers stand-alone courses but focuses instead on course-embedded information literacy instruction, especially through collaboration with English 100 and 105 instructors. Information literacy is an institutional student learning outcome (ISLO) and a graduation requirement for the Associate Degree. The information literacy ISLO was assessed in Fall 2016 - Spring 2017 and will be addressed in section III.B. ISLOs Reflection.

One of the librarians teaches Digital Oral History, a hands-on course, which has been coordinated with the Kababayan program through English 100/105 as well as some history classes. The student projects are archived at <http://www.skylinecollege.edu/library/digitaloralhistoryprojects.php>

Two PSLO's were assessed in 2016-17. One PSLO will need to be assessed this year or next year for CPR.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The library no longer offers stand alone courses.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

In Fall 2017, the PRIE office aggregated the results of assessments by 22 faculty members of 742 students' research-oriented projects in Biology (173), English (173), Psychology (199), and to a lesser extent Earth Sciences, (27), Geography (28), History (72), Political Science (26), and Health Sciences (44) courses. The assessment involved both a direct (applying the rubric) and indirect measure (student self-assessment survey). For example, psychology and health science students created pamphlets to inform the public, the former about psychological disorders and the latter about the pros and cons of health related propositions on the ballot. Biology students examined emerging infectious diseases and contributing causes, English students in one class researched major problems confronting the Latino community, and political science students debated the merits of the Electoral College. Not all participating classes took advantage of the library workshops. All students enrolled in the assessed English classes attended two library information literacy workshops since they are integrated into English 100/105, whereas a little under half of non-English classes attended only one workshop, typically focused on search strategy.

In addition, 627 students took a self-assessment survey in which they evaluated how often they employed effective search, evaluation, and citation strategies.

The complete data is posted on the SLOAC website at:

<https://skylinecollege.edu/sloac/assets/islos/information%20literacy%20islo%20results%20fall%202016.pdf>.

On September 25, 2017, the Institutional Effectiveness Committee, Academic Senate, and Office of Planning, Research and Institutional Effectiveness sponsored a Town Hall to discuss and analyze the implications of the Information Literacy ISLO assessment. Some of the findings from the Town Hall discussion included the following:

- Students identified their own skills in the self-assessment survey as higher than their actual competencies as scored on the rubric. For example, 95% of surveyed students claim that they sometimes/ frequently/always evaluate their sources, yet as the direct measure revealed, only 67% of student work was scored at proficient or higher for using sources that are relevant, high quality, and credible.
- African American students and students over 50 years old did not perform as strongly as other groups, but the sample sizes are too small to

generalize to the overall population. With a larger sample size, Hispanic students seem to be disproportionately affected.

- Students' lowest scores on the self-assessment survey pertained to using effective search strategies and making use of the databases to which the College subscribes. The challenge is in reinforcing to students how search skills are important because they can be applied to any source, particularly digital, and in persuading students to make use of the databases to which the College subscribes.
- Discussion centered on how faculty and staff can support students in acquiring information literacy competencies beyond the library workshops. One idea discussed was a "flipped" classroom, in which generic skills are covered in the online video, and then the workshop can focus on the specific course assignment.

Other methods for enhancing information literacy instruction that are being planned to begin in the Fall 2018 semester are Embedded Librarian modules in ENGL 100/105 classes, including making librarians co-teachers in Canvas and having librarians come into class for a number of short instructional sessions to present such topics as "Scholarship as conversation", "Google like a librarian" and "Ethics of intellectual property and privacy;" and one-on-one librarian-student meetings (scheduled online through Accudemia) to provide personalized research assistance.

Associated Objectives
 573-Library staffing

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

Specific Program Enhancements:

ACRL Framework and Embedded Librarianship

In January 2016, the ACRL (Association of College and Research Libraries) adopted a new Framework for Information Literacy for Higher Education expanding the definition of information literacy as a “set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” (p. 3). This revised definition of information literacy calls upon information literacy instructors to go beyond teaching students a set of discrete search and information retrieval skills to focusing on helping students develop knowledge practices and dispositions of critical thinking that they internalize and ultimately incorporate into their value system. One-shot or two-shot library sessions fall short in fostering such higher order thinking. One way to effectively implement the ACRL framework is to embed librarians into courses. The concept of embedded librarianship moves the librarian from the traditional library setting into a student-centric space where course instructors and librarians collaborate throughout the semester to create an integrated and sustained library instruction presence either physically and/or virtually.

The library currently has three full-time librarians and eight adjunct librarians. Currently the information literacy instruction sessions are primarily taught by full time librarians. Implementing the embedded librarianship model would require that all librarians are embedded in courses physically and/or virtually. This might require adjunct librarians taking time away from the reference desk and access to designated office space to prepare for and conduct library sessions. One way to ensure reference desk coverage would be to train students assistants to be student information mentors who can provide basic research help such as finding a book or article.

OER/ZTC degree

Skyline College received close to \$150,000 from the Zero Textbook Cost Degree – Implementation Phase II 2017/18 program awarded by the California Community Colleges Chancellor's Office. The OER team will help faculty identify, adopt, refine, and develop OER materials to prepare zero-textbook-cost course materials for students enrolling in January 2019. OERs might not be available for all content needed to cover in courses that at Skyline College. To create a ZTC designated course, course instructors will use OERs, as well as library-owned and subscribed materials which might incur additional cost that need to be accounted for in the library collections budget.

Outreach Events

In collaboration with academic and support programs and students clubs, the library will implement high-impact and participatory programming to deepen students' understanding of social justice issues, expose them to diverse perspectives, stimulate their creativity, and cultivate proactive engagement. Such programming could help us better achieve our Citizenship ISLO by providing students opportunities to explore social, political, and/or economic issues that affect global communities and understand their individual role in an interconnected, globalized world. Moreover, Skyline College recently hired a full-time tenure track librarian to support the college's outreach and equity efforts. In order for the Outreach and Equity Librarian to successfully implement and sustain such programming at Skyline College, funds need to be allocated in the library's budget.

- Social Justice Talk (\$5,600 includes travel, accommodation, honorarium for guests, event planning and promotion, refreshments)
- Movie Nights (\$1000 includes copyright fees and refreshments)
- Student-led round tables (\$250 refreshments and promotional materials)
- Library exhibits/displays
- Panel discussion (\$250 refreshments and promotional materials)
- Student art exhibit and artist reception (\$250 refreshments and promotional materials)
- Human Library (applied for PIF grant)

Ongoing efforts

The Library will continue to implement strategies from the last CPR in 2012 including:

- Maintain primary role to provide resources, services, instruction, and facilities that support the College's mission.
- Adopt a "learning commons" model in which physical spaces, digital resources, research assistance, and collaborative learning are interwoven.
- Focus on research workshops that are the cornerstone of the Information Literacy ISLO and graduation requirement.

- Incorporate diversity into Library displays, print and electronic collections, customized workshops, and outreach events.
- Address textbook affordability through increasing the library's Course Reserve Collection and increasing advocacy for open educational resources (OER) adoption
- Improve Library study space, equipment, and staffing to better meet student needs

Continuing implementation of strategies identified in the 2016-17 APP will include:

- Expansion of library services and collection scope to support the Baccalaureate degree in Respiratory Care (BSRC) and upper-division General Education coursework.
- Review and consider adoption of new national informational literacy framework through Association of College and Research Libraries (ACRL), adjust information literacy instruction and assessment in line with new framework.
- Increasing advocacy and college faculty support for open educational resources (OER) adoption

Associated Objectives
 571-BSRC program library support and collection
 573-Library staffing
 337-Technology needs
 575-Textbook affordability, ZTC, and Open Educational Resources









IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

Associated Objectives
 571-BSRC program library support and collection
 572-Library Furniture, Fixtures, and Equipment requests
 573-Library staffing
 574-Long Term Facilities and Technology Plans
 280-Outreach
 337-Technology needs
 575-Textbook affordability, ZTC, and Open Educational Resources
 Budget and Objectives of Library

Objectives of Library

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2419LIBR00	Library	De Barra, Chelssee

Objective Status: New/In Progress

280 Outreach

Marketing/Outreach: Continue outreach to increase Library's profile on campus, and explore new ways to promote library resources to students and staff, including frequent articles in Skyline Shines and The Skyline View.

337 Technology needs

The Library needs upgraded print management system and additional hardware (Macs and tablets) to support student computing, printing, and access to technology for student learning.

571 BSRC program library support and collection

Additional resources are needed for the Library to support the BSRC program and meet ACCJC accreditation standards.

572 Library Furniture, Fixtures, and Equipment requests

There are many needs for the Library's physical building and ongoing facilities issues.

573 Library staffing

Adequate library staffing to provide resources, services, instruction, and facilities that support the College's mission.

574 Long Term Facilities and Technology Plans

Long-term library plans include RFID technology adoption and additional facilities upgrades.

575 Textbook affordability, ZTC, and Open Educational Resources

Addressing textbook affordability issues at Skyline College through expansion of Library textbook reserve (previously funded by ASSC; funding not available AY17-18) Inability to afford required course materials is a barrier to students and an equity issue.

ZTC

Skyline College received close to \$150,000 from the Zero Textbook Cost Degree – Implementation Phase II 2017/18 program awarded by the California Community Colleges Chancellor's Office. The OER team will help faculty identify, adopt, refine, and develop OER materials to prepare zero-textbook-cost course materials for students enrolling in January 2019. OERs might not be available for all content needed to covered in courses that at Skyline College. To create a ZTC designated course, course instructors will use OERs, as well as library-owned and subscribed materials which might incur additional cost that need to be accounted for in the library collections budget.

OER

Skyline College continues its commitment to remove the barrier to student success posed by high-cost educational materials by supporting faculty to adopt alternative affordable textbook options. Although there is some awareness, support, and adoption of free and/or low-cost open educational resources (OER) at Skyline College through zero- cost textbook programs, the majority of instructors utilize high-cost traditional textbooks. In order to increase OER adoption, Skyline College needs to increase the awareness of OER as a high-quality option for instructors to adopt for their courses, and support faculty professional development, creation and sharing of original OER materials.