

Skyline College Skyline College Library Program Review Executive Summary



Short Summary of Findings

The library's primary role is to provide resources, services, courses and facilities that support the College's teaching mission. We place students at the center of our focus and provide a variety of learning resources and opportunities that directly contribute to students' academic and professional success. The library is, therefore, an effective partner in helping faculty achieve student learning outcomes at the course, program, and institutional levels. In its academic support role and in its instructional role, the library touches every Skyline student. Moreover, our participation in the Peninsula Library System exemplifies our service to and partnership with the broader San Mateo County community.

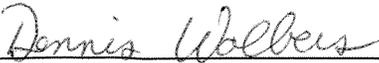
The library's resources and programs continue to improve in response to student, faculty, and staff needs. Challenges, however, remain. Both students and faculty were surveyed in spring 2006 and expressed dissatisfaction with the library's book and periodical collections and database subscriptions. Improvements in library facilities and equipment are urgently needed. An effort to increase faculty involvement in the library's overall mission is warranted. Finally, a student learning outcomes assessment plan for the library should be developed, so that we continue to seek new and better ways to teach and assess lifelong information competency skills, which is at the heart of our mission.

Three Strengths of the Program

- An assortment of instructional activities (research workshops, courses, reference service) designed to develop information competency skills in students that directly contribute to their success in discipline-specific courses and programs. In 2005-2006, over 3,400 students attended library research workshops.
- Extensive access to the library's resources and services. Access to the library continues to expand as seen in the library's "E-Reference" service, remote access to subscription academic databases and online books, and the highest number of hours open per week of any public library in San Mateo County.
- An appreciation for diversity, as seen in our collections and in the broad range of students we serve.

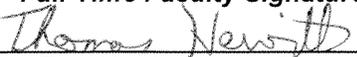
Three Suggestions for Improvement

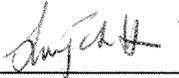
- The library has outgrown much of the existing facility and equipment and is only partially adequate for student study and research needs. The facility should be upgraded by replacing aging computers, constructing a computer lab/classroom for research workshops, increasing shelf space for books, and installing security equipment to enhance public and staff safety.
- Increased outreach to faculty, including the establishment of a "Faculty Advisory Committee" as a way to increase faculty collaboration in information competency instruction, participation in collection development, and awareness of library matters.
- Increased materials funding to expand and update the book and periodical collections and database subscriptions.


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Submitted on: October 2, 2006

SKYLINE COLLEGE LIBRARY PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

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

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

As a central part of the College learning community, the library provides students, faculty, and staff with resources, services, courses and facilities that support the College's mission and values. Specifically, the library:

- supports the College's core value of *academic excellence* by
 - * providing users with instruction in accessing, retrieving, and evaluating information resources in all formats (i.e. information competency);
 - * providing varied, authoritative, and up-to-date resources – in both print and electronic formats -- suitable to a lower division college level, in all major fields of knowledge, including materials in occupational education and training;
 - * providing a variety of materials, programs, exhibitions and activities;
- supports the College's core value of *lifelong learning*, by providing information on current matters of public interest and controversy, and by encouraging independent learning and intellectual growth;
- supports the College's core value of *appreciation for diversity*, by covering topics and issues relevant to the diverse racial, ethnic, cultural, social, and economic background of the College community;
- supports the College's core value of *open access*, by providing equal and unhindered access (including remote access) to print and electronic information resources for students with a wide range of physical and cognitive abilities and learning styles;
- supports the College's core value of *community connection*, by serving as a library open to the general public, and promoting social awareness and responsibility;
- supports the College's core value of *shared governance*, by advocating and facilitating faculty and staff participation in establishing and enhancing the library's collections and services.

Just as with the College and District as a whole, the library places students at the center of its focus and efforts. Much of that focus is on the learning that occurs when students participate in or use the library's resources, programs, and/or services. What capabilities and skills should students derive from their interaction with the library and its many assets? Three intended student learning outcomes describe how students directly benefit from using the library:

As a result of participating in or using Skyline Library's resources, programs, and/or services, by the end of their college experience students will be able to:

- 1) Effectively locate and access information in numerous formats using a variety of appropriate search tools.*
- 2) Evaluate the relevance, quality and credibility of a wide variety of information sources using critical thinking and problem solving skills.*
- 3) Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.*

These outcomes encompass the very heart of information competency and are critical to the academic and professional success of any Skyline College graduate.

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

The library's student learning outcomes are in alignment with the learning expectations of the College as a whole. In other words, virtually every academic and vocational education program at Skyline also values critical thinking, the effective use of information and technology, and the importance of a broad perspective. These are fundamental skills applicable to every subject domain. The library can be seen, therefore, as an effective partner in helping faculty achieve student learning outcomes at the course, program, and institutional levels. The library actively contributes to student learning by offering:

- research workshops for all academic disciplines and vocational programs, tailored to specific subjects and course-level assignments and projects;
- a one-unit online information competency class (*LSCI 100: Introduction to Information Research*);
- a one-unit classroom-based oral history research course (*LSCI 110: Digital Oral Research Project*);
- a variable-unit information competency course that can be offered as a co-requisite with discipline-specific courses (*LSCI 665: Selected Topics in Library Science*);
- online tutorials written by Skyline librarians on finding, evaluating, and citing sources;
- more than 50 online research guides ("pathfinders") compiled by Skyline librarians for courses and topics taught at Skyline.

In each of these activities, the library is directly engaged in developing a set of competencies in students that explicitly contribute to their success in discipline-specific courses and programs. Instruction in these skills is a central feature of the library's interaction and coordination with other programs in the College; however, we seek to expand our collaboration with faculty in this area.

Other aspects of the library's interaction with and impact on the College include:

- the campus-wide celebration of "National Library Week," which in April 2006 included a lecture by noted California historian and librarian Kevin Starr;
- course reserve reading (textbooks, journal articles, and other materials);
- faculty and staff participation in enhancing the library's collections, through an online *New Book Request Form*;
- research workshops offered in the Writing and Reading Lab;
- an article delivery service, for articles not available in Skyline Library databases;

- “E-Reference” service;
- training and assisting students with a variety of computer and information technology skills;
- library as a de facto campus information center;
- an archive of articles and ephemera related to the history of Skyline College;
- wireless Internet access;
- a monthly *New Books* list sent to all Skyline employees.

3. If the program utilizes advisory boards and/or professional organizations, describe their role.

While it does not utilize an advisory board, the library is committed to developing district-wide policies, procedures, and other coordinated activities to better serve the library users at the three Colleges. In addition, the library is a full and active participant in the Peninsula Library System (PLS), a consortium of 34 public and community college libraries in San Mateo County founded in 1971. The library is unique, therefore, among campus departments in that it is required to follow regulations, policies, procedures, and guidelines of two organizations, PLS and Skyline College.

Skyline Library joined PLS in 1988 and our membership continues to be of vital importance. The library’s participation in this consortium allows students, faculty, and staff access to the full range of PLS book and periodical holdings, audio-visual materials, online database subscriptions, as well as weekday interlibrary loan deliveries. Moreover, the library’s primary software -- the *Millennium* automated library system, which automates our public catalog, acquisitions, cataloging, and circulation functions – is available to the Skyline community because of our membership in PLS.

As part of our involvement in this consortium, Skyline librarians and staff are members of various PLS standing committees, including the PLS Circulation Managers Committee, the PLS Reference Committee, the PLS Cataloging Standards Committee, and the PLS Technical Support Group. Our extensive participation in PLS is a prime example of the library’s service to and partnership with the broader San Mateo County community.

The primary external body that sets standards for libraries in higher education is the Association of College and Research Libraries (ACRL). In June 2004, the ACRL issued a new set of standards for libraries in higher education that provides guidance for good library practice and ways to assess that practice using outcome measures. The ACRL also issues information literacy standards for higher education.

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

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

In addition to fostering a welcoming environment, it can be shown that the library meets the needs of our diverse community through recent demographic studies revealing the library’s interaction with the full range of ethnic groups attending Skyline. Two recent studies are relevant. The first, given below, is a demographic breakdown of students who attended the library’s research workshops in Fall 2005 and Spring 2006:

Library Research Workshop Attendance: Fall 2005 – Spring 2006

<u>Ethnicity</u>	<u>Count</u>	<u>Percentage</u>
African American	92	3 %
Asian	998	29 %
Filipino	762	22 %
Hispanic	658	19 %
Native American	10	0 %
Pacific Islander	79	2 %
White	591	17 %
Other	114	3 %
Unreported	173	5 %
TOTAL	3,477	100%

A second measure of the library's efforts to serve the entire student population is revealed in the demographic breakdown of students who took the library student satisfaction survey in February and March 2006. Of the 489 students who took the survey:

- 27 identified themselves as African American (6 %)
- 149 identified themselves as Asian (31 %)
- 111 identified themselves as Filipino (23 %)
- 70 identified themselves as Hispanic (14 %)
- 4 identified themselves as Native American (1 %)
- 75 identified themselves as White (15 %)
- 50 identified themselves as Other (10 %)

Since these distributions approximate the ethnic breakdown of the campus as a whole, it is reasonable to conclude that the library is serving the entire range of Skyline students.

The library offers other resources and services that meet the needs of our diverse community:

- customized research workshops for ESL, ethnic history, Kababayan, Puente, Women in Transition and ASTEP courses;
- a large and growing collection of print and electronic resources in the area of multicultural, minority, and ethnic studies. Online resources include *Ethnic NewsWatch*, a database of articles from minority-owned community newspapers, and *Lands and People*, a database of articles and visual materials on countries and cultures worldwide;
- Spanish-language online resources, including: *Informe*, a periodical database; and *La Nueva Enciclopedia Cumbre*;
- a Spanish version of the library's home page that includes links to Spanish language databases;
- the ESOL collection: novels and short stories for beginning and intermediate English language learners;
- "The Gathering Place": a collection of novels, short story anthologies, poetry, autobiographies, biographies, and non-fiction by and about women;
- an ADA compliant disabled students' computer workstation;
- evening and Saturday hours to serve the needs of part-time students;
- exhibitions and book displays celebrating Black History Month, Hispanic Heritage Month, Asian American History Month, women authors, etc.

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

The previous library self-study was submitted in July 1999. At that time, plans for program modification focused on curriculum, staffing, technology, and materials. Progress has been made on each of the five goals written in 1999:

- Goal #1: “Introduce multiple sections of *LSCI 665: Selected Topics in Library Science*, focusing on discipline-specific resources in such areas as biology, California history, English, psychology, sociology, etc.”

Goal #1 assessment: This goal remains part of the library’s ongoing effort to facilitate information competency education at Skyline. Librarians continue to work with faculty on integrating information competency skills into discipline-specific courses.

- Goal #2: “Re-create the library’s website to serve as the default homepage on Netscape; include links to subscription databases and other useful sites.”

Goal #2 assessment: The library’s website was significantly revised in 2001 and became the default homepage when students access the *Internet Explorer* browser in the library. Links to subscription databases and other useful sites is now extensive. The library’s website is again undergoing significant revision and will be unveiled in January 2007.

- Goal #3: “Upgrade local area computer network beginning with the purchase of a new file server.”

Goal #3 assessment: In addition to purchasing a new file server in 2001, the library migrated to a wide-area network in 2002 maintained by district ITS.

- Goal #4: “Add at least one full-time librarian and one full-time library assistant.”

Goal #4 assessment: In 2000 a new full-time librarian was hired. The evening library technician has been increased from .48 to 80%.

- Goal #5: “Allocations for new books and periodicals need to be increased.”

Goal #5 assessment: Although allocations have increased since 1999, funding remains tenuous. See Part E for details.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students.

Instruction takes place at Skyline Library in several ways:

Courses:

LSCI 100: Introduction to Information Research: An introduction to basic online research skills using a variety of high quality Web research tools. Emphasis on techniques for effective searching and using critical thinking skills to choose appropriate online research tools and critically evaluate a variety of

information sources. Transfer: UC; CSU
[NOTE: This is the primary information competency course at Skyline.]

LSCI 110: Digital Oral Research Project: A practical introduction to methods and techniques of oral research using digital audio technology. Transfer: CSU

Library Research Workshops:

Using active learning techniques, librarians conduct approximately 50 workshops per semester in which the basic principles of online research are presented. A variety of specialized tools and databases are covered, depending on the subject focus of the class or assignment. In recent years, workshops have been revised to emphasize approaches to website evaluation. Entire workshops on evaluating various types of information sources are also offered.

These workshops constitute the library's most extensive and important teaching activity since it is here that we engage the greatest number of students (3,477 in 2005-2006) and attempt to develop information competency skills that will enable them to succeed in their discipline-specific courses. It is also in this context that librarians work in productive partnership with classroom faculty.

Reference Service:

Librarians provide professional guidance for all students who present requests for information, either in-person, by phone, or through the online "E-Reference" service. This includes guidance and instruction on narrowing a topic, choosing an appropriate search tool, developing a search strategy, interpreting search results, and evaluating the quality and relevance of the retrieved information.

Collection Development

Although not a teaching activity per se, collection development is included here because of the important way in which it contributes to the general teaching mission of the college. Collection development is an ongoing, time-consuming effort to ensure that the library offers current, authoritative books, journals and databases that support and enhance the curriculum. The goal is to offer materials directly related to the courses and programs taught at Skyline and thereby directly contribute to the achievement of student learning outcomes on every level. (The *Skyline College Library Collection Development Policy* can be found at <http://www.skylinecollege.edu/library/CollectionDevelopmentPolicy.html>.)

Collection development includes discarding out-of-date materials, judicious and informed selection of new materials, assessing the strengths and weaknesses of the collection, and staying abreast of current trends and key figures in the academic disciplines taught on this campus. After print items have been selected, they are sent to Technical Services for verification and ordering. The senior library/media technician in charge of purchasing consults with the library director to determine the budgetary impact of book and periodical orders and selection of the fund(s) to be used.

2. State how the program has remained current in the discipline(s).

Librarians stay abreast of current developments in library and information science by regular reading of professional journals, e-mail newsletters and discussion groups, and participating in professional development activities such as seminars, workshops, and professional conferences. Some examples of professional development activities in which Skyline librarians regularly participate include:

- *The California Clearinghouse on Library Instruction* annual conference;
- *The Internet Librarian* annual conference;
- *American Library Association* and *California Library Association* annual conferences;
- UC Berkeley's *InfoPeople* workshops and seminars.

Skyline librarians apply their knowledge of the latest developments in their field by ongoing updating of:

- library courses;
- research workshops;
- instructional materials presented in print format and on the library's website;
- methods of providing reference assistance;
- the library website's interface design and web applications.

A significant example of how Skyline librarians remain current in the discipline is seen in the emphasis we now give to teaching students how to evaluate sources. Recent developments in information competency have emphasized the central importance of **evaluating** sources in the information gathering process.

Skyline librarians have applied this recent focus by:

- significantly increasing library course curriculum in methods of evaluating sources;
- putting a greater emphasis on demonstrating methods of evaluation in library research workshops;
- discussing evaluation issues when providing reference help to students;
- updating and expanding our website tutorial on evaluation methods, and
- providing classroom faculty with customizable research assignments emphasizing basic methods of evaluating sources.

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

In recent years, students have come to expect immediate results, and often prefer electronic over print sources. Dramatic efforts to meet this expectation have been undertaken by libraries worldwide and constitute a significant change in the delivery of library services. At Skyline Library, we have addressed these expectations by offering:

- more full-text, proprietary research databases;
- an online "Article Delivery Service";
- "E-Reference" service;
- digital books;
- LSCI 100 as an online course;
- a library wireless network;
- an online suggestion box.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

Course modification is an on-going process. Instruction librarians Eric Brenner and Dennis Wolbers revise and update the main information competency course (*LSCI 100: Introduction to Information Research*) every semester. As distinctions between LSCI 100 and *LSCI 106: Introduction to Online Research*, blurred and the content of the two courses became increasingly similar, the decision was made to discontinue LSCI 106 and replace that course with an additional section of LSCI 100.

LSCI 100 was transformed in 2002 from a traditional paper text-based course to a fully online course that is now offered as both a semester-length and short-course. Course content is continually being revised to stay current with the latest technology in online research and the latest pedagogical theories and research in information competency. Recent examples of updated content in LSCI 100 include an expanded emphasis on identifying different types of web pages, understanding the relationship between a web page and a website, and more detailed explanations of how to evaluate the quality of web pages. Student learning outcomes for LSCI 100 have been written.

It is worth noting that since LSCI 100 became an online course in 2002, the following nine colleges and universities from across the country have asked permission to link to or borrow content from LSCI 100:

Central Missouri State University, Warrensburg, Missouri
Fairmont State University, Fairmont, West Virginia
Rutgers University, New Brunswick, New Jersey
University of Northern Colorado, Greeley, Colorado
De Anza College, Cupertino, CA
Los Angeles Valley College, Valley Glen, CA
Solano Community College, Fairfield, CA
Los Medanos Community College, Pittsburg, CA
Laney College, Oakland, CA

An entirely new course, *LSCI 110: Digital Oral Research Project*, was developed by Eric Brenner (through the assistance of a Trustee's Grant and Professional Development funding received in 2003), and has been taught regularly since Spring 2004.

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

No external accreditation or certification is required for libraries, however the library keeps up with standards and practices set by the major professional library organizations, including the American Library Association (ALA) and the Association of College and Research Libraries (ACRL). A particularly relevant focus of these and other professional library organizations has been an attempt to standardize the teaching of and course requirements for information competency. Skyline Library has made sure our courses meet the specific guidelines set by CSU schools, in particular the San Francisco State University's information competency graduation requirement. Students who successfully complete LSCI 100 at Skyline satisfy that requirement.

6. Discuss plans for future review and program modification.

The most significant project for future review is the development of a student learning outcomes assessment plan for the library. This assessment plan (still being formulated) will be a formal attempt to measure changes in library users as a result of their contact with the library in light of the educational mission of Skyline College. We seek to know if academic performance in general and information competency skills in particular (i.e. the library's SLO's) are improved as a result of students' interaction with the library and its teaching programs. The recently developed "Research Workshop Assessment" online post-test is an important piece of the incipient assessment plan.

Other plans for program modification include:

- the development of an outcomes assessment plan for LSCI 100;
- to continue working with faculty on teaching information competency skills;
- expanding and updating the collections (see section G, question 2);
- the establishment of a "Faculty Advisory Committee" as part of an effort to expand outreach to faculty (see section G, question 2);
- publication of a *Skyline Library Faculty Handbook* (see section G, question 2);
- other facilities and equipment changes as noted in section D, question 2.

PART C: Faculty and Staff

Library staff, Fall 2006:

4.28 certificated staff - faculty librarians and a director
3.80 classified staff - senior library/media technicians

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

Librarians - Provide reference service; conduct research workshops; develop and teach information literacy classes; create and update online research pathfinders; all aspects of collection development, including selecting books / periodicals for purchase and withdrawing books / periodicals no longer useful; review and select online subscription databases; update, develop and maintain library web pages; catalog materials using OCLC and the PLS cataloging module; assist faculty in the development of information competency components in their research assignments, etc.

Senior Library Technicians - Use the various modules of the Innovative *Millennium* automated library system to receive, process, barcode, and circulate books, periodicals, and reserve materials; order books, periodicals, supplies, and furniture through Banner or directly from vendors; use Banner student and finance modules to create requisitions and purchase orders, and to place holds on student records as a result of lost materials and unpaid fines; monitor, prepare for delivery, and check-in holds on PLS and Skyline items; issue library cards to patrons; hire, train, and supervise student assistants, etc.

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

- Librarians participated in the creation, implementation, development, and maintenance of 1) an in-house, online acquisitions database, 2) an article delivery service, and 3) an online reference service.
- Librarians transformed LSCI 100 from a traditional paper course to an online course.
- Library staff participated in the migration of the automated library system from Dynix *Classic* to Innovative Interfaces *Millennium*, a project which required extensive staff training and practice, especially on the part of the senior library technicians.
- Implementation of timing software for student workstations and a debit card system for photocopying and computer printing.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

- Written and verbal procedures developed by full-time staff for training library and student assistants. More specifically, formal one-on-one training of student assistants, including a manual developed by the senior technicians, as well as commercial library skills software.
- Informal orientation and training of adjunct librarians carried out by the director and full-time reference librarians, in addition to ongoing email discussion of all topics relevant to the position.
- Training of new full-time librarians (last such occurrence began in January 2000) includes the tenure review process, weekly reference meetings, and ongoing email discussion of all topics relevant to the position.

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

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

PART D: Facilities, Equipment, Materials and Maintenance

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

Facility

The Library, which occupies the entire second floor of Building 5, has an assignable area of approximately 18,000 square feet. While the overall environment is pleasant, there are several architectural and/or engineering drawbacks: 1) The class research workshop area, which is not an enclosed room, is located next to staff offices. This proximity increases the noise level and restricts access to staff areas when workshops are in session. 2) There are not enough staff offices, and no staff meeting room. 3) Book shelving space is inadequate and needs to be expanded. 4) A public address system for closing time announcements was not installed. 5) The expensive light bulbs in the overhead globe lamps burn out at an alarming rate. It should also be noted that the men's restroom was seriously vandalized by graffiti several years ago and the permanently altered surfaces have not been replaced.

Equipment

The 52 public computers are more than five years old, and at least 22 of them need to be replaced during fiscal year 2006-07. The other 30 are in the research workshop area, and should be replaced when this instructional lab is moved and enclosed as a classroom.

2. List projected needs.

Facility and Equipment

- Move and enclose the research workshop area so it is a computer lab/classroom. Equip this new room with 40 computers, new tables and chairs, and a projector and screen.
- Increase book shelving for the circulating collection.
- Create a new staff office and a meeting room.
- Install security cameras and security mirrors at strategic points throughout the library.
- Install a staff emergency call button at the Circulation and Reference desks.
- Install a public address system.
- Provide a color photocopier and a color laser-quality printer.

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

Employing shared T-1 lines, the library has a wide area network consisting of 65 computers, 10 of which reside on the District's administrative network. The instructional network includes two HP LaserJet printers to which students may send print jobs. The networks and computers are maintained by ITS technicians working in conjunction with library staff.

From the point of view of instruction, reference service, and research, the library network provides access to a comprehensive array of periodical and encyclopedia databases. Using TTIP funds earmarked for library technology, we are now subscribing to the following proprietary databases: a comprehensive Thompson Gale collection of databases, *ProQuest* biology and psychology collections, *eLibrary*, *AccessScience*, *Ethnic NewsWatch*, *SIRS* (social issues), *Oxford English Dictionary*, *CountryWatch*, *StatUSA*, and *Rand California Statistics*.

In the fall of 2005, we used TTIP funds to purchase 12 Dell Optiplex GX620 staff computers. This was in response to the PLS migration to a new automated library system.

In sum, the library's information technology equipment is adequate in terms of software and research databases, but the computer workstations used by students are aging rapidly and should be replaced.

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

N/A

PART E: Budget Request

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

Library Funding Sources – District general fund, TTIP (Technology and Telecommunications Infrastructure Program), Instructional Equipment/Library Materials, District bookstores (for the cost of PLS membership and technology resources), California State Library (transaction based reimbursement).

Facility

Use "Bond II" funding for library renovation projects: research workshop classroom, new book shelves, a staff office and a meeting room.

Equipment

- 62 new public computers (instructional network), 40 of which will be located in the new research workshop classroom.
- Security cameras and security mirrors at strategic points throughout the library.
- A staff emergency call button at the Circulation and Reference desks.
- A color photocopier and a color laser-quality printer (for student use, not necessarily located in the library).
- A public address system.

Books

After many years of the budget request process, the Library's Fund 1 allocation for new books was increased to \$20,594. Recently, however, the College Budget Committee decided to take \$10,000 from this account to help pay for faculty salaries, and "backfill" with the same amount from Instructional Equipment/Library Materials funding. The problem with this approach is that IE funds are not distributed in a timely manner (not until February during the 2005-06 academic year), and this disrupts our book purchasing cycle, causing us to hastily spend \$10,000.

Staffing

Working with a CSEA representative, the four senior library technicians have initiated a reclassification process. The library Director and division Dean are also researching the matter and will meet with the library technicians to review this request.

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

The three District library supervisors, working with the ITS Director, share funds from the State Chancellor's TTIP program. We jointly subscribe to several library databases (see list in PART D, #3) and purchase new hardware and software for our computer workstations.

PART F: ACCESS

1. Discuss how and to what extent has this program contributed to expanding access to students.

Defining access broadly, we have expanded student access to the library and its resources and services in the following ways:

- off-campus access to many of the library's subscription periodical databases;
- LSCI 100 is now offered as an online course which students can complete almost entirely from home or off-campus;
- access to digital books via the PLS online catalog and the following collections: *Digital Book Library*, *Legal e-Books*, *NetLibrary*, *Safari Tech*, and *Cliffsnotes*;
- an article delivery service which allows students to request articles not available in the skyline Library databases (a free service);
- "E-Reference" service allowing students to submit their requests for assistance and information online;
- free wireless Internet access in the library;
- an ADA compliant disabled students' computer workstation;
- expanded evening hours;
- borrowing privileges at any of the 35 libraries in the PLS consortium, including an interlibrary loan service that allows students to request a book or other item from another PLS library. This effectively allows students access to a collection of over 2 million items.

PART G: Student Satisfaction Survey

1. Summarize the findings of the student satisfaction survey for programs in Student Services.

Skyline Library conducted two surveys in Spring 2006, a student satisfaction survey and a faculty satisfaction survey. Each will be discussed separately.

THE 2006 LIBRARY STUDENT SATISFACTION SURVEY

The student survey, although not adhering to strict sampling methodology, did gather important demographic information about students who use the library, their reasons for using the library, and their level of satisfaction with its resources and services. The most important findings reveal that, of the 489 students who completed the survey:

STUDENT DEMOGRAPHIC INFORMATION

- 85% identified themselves as African American, Asian, Filipino, Hispanic, Native American, or other
- 78% are working towards a certificate or AA/AS degree

STUDENT REASONS FOR USING THE LIBRARY

- 94% had accessed the library's book catalog and/or subscription research databases
- More than 86% had looked for books and/or periodical articles
- 90% had checked out a book

- 86% had checked out a reserve item
- 89% had asked a reference question
- 80% had attended a library research workshop
- 96% had worked on a class research assignment in the library
- 87% had used the library's wireless network
- 86% had used application software (MS Word, Excel, etc.) on a library computer

STUDENT SATISFACTION

- 97% agreed that the library and its resources are very important when they look for information for a class research project
- 52% stated that the library's book collection somewhat met their needs or did not meet their needs (as opposed to completely met their needs)
- 57% stated that the library's periodical collection somewhat met their needs or did not meet their needs (as opposed to completely met their needs)
- 43% stated that the library's subscription research databases somewhat met their needs or did not meet their needs (as opposed to completely met their needs)
- 97% indicated that the reference librarians and library staff are helpful and friendly
- 79% indicated that the library has motivated them to do more reading outside of assigned class reading

STUDENT WRITTEN COMMENTS

The last question on the survey invited students to make written comments regarding the library and its services. The 183 written responses can be organized into 9 categories:

- 1) Collections: 14% of total comments
 - * 22% commented that the library has a good selection of books, periodicals, etc.
 - * 78% recommended enlarging the collection
- 2) Hours: 12% of total comments
 - * 100% requested longer hours for the library
- 3) Noise: 10% of total comments
 - * 20% commented that the library is a quiet place to study
 - * 80% commented that the library is too noisy
- 4) Facilities – Computers: 9% of total comments
 - * 12% expressed general satisfaction
 - * 88% expressed some level of dissatisfaction
- 5) Facilities – Study rooms: 7% of total comments
 - * 29% expressed satisfaction
 - * 71% requested more study rooms
- 6) Staff: 7% of total comments
 - * 92% expressed positive regard and/or general satisfaction with library staff
 - * 8% expressed some level of dissatisfaction with library staff
- 7) Facilities – General: 3% of total comments
 - * 100% recommended improvements regarding furniture, space, etc.
- 8) Online access: 2% of total comments
 - * 100% expressed satisfaction

- 9) Miscellaneous: 35% of total comments
* general observations and non-specific commentary

In sum, 88% of those who provided written comments expressed some level of satisfaction with various aspects of the library, its staff, and the services it provides.

ANALYSIS

Although a formal statistical analysis was not done, important insights can be still be drawn from the 2006 survey data:

- The library is serving the diverse range of ethnic groups on campus.
- Students recognize the importance of library resources (books, periodicals, databases, etc.) and are utilizing them in high numbers, but indicate that these resources **do not or only somewhat meet their needs**.
- The library has taken on an additional role as a de facto general computer lab. (Note that 86% indicated they had used application software in the library.)
- Students see the library staff as friendly and helpful.
- The library has motivated many students to do more outside reading.
- From the written comments, it seems safe to generalize that students would like a quieter library, open longer hours, with more books, periodicals, computers, and group study rooms.

THE 2006 FACULTY SATISFACTION SURVEY

This survey gathered information about the frequency and nature of faculty use of the library, and their level of satisfaction with its resources and services. Of the 77 full and part-time faculty who completed the survey:

FREQUENCY OF LIBRARY USE BY FACULTY

- 17% indicated their library use has increased over the past year or two
- 24% said they use the library 2 or 3 times per semester
- 37% said they use the library more than 3 times per semester

FACULTY REASONS FOR USING THE LIBRARY

- 40% had checked out a book
- 17% had made a book purchase recommendation
- 17% had used a library online subscription periodical database
- 39% had sought help from a reference librarian
- 49% had placed a course text or other item on reserve
- 41% had requested a library research workshop for their class

FACULTY SATISFACTION

- 46% disagreed or somewhat disagreed that the library has a good selection of current, authoritative books in the area(s) in which they teach
- 40% disagreed or somewhat disagreed that the library subscribes to enough periodicals (print and online) relevant to their classes and assignments
- 78% felt that the library and its resources help students achieve the student learning outcomes in their courses
- 72% agreed that students cite higher quality sources after attending a library research workshop
- 77% agreed that librarians have helped their students develop the ability to evaluate information sources for quality and credibility
- 66% said they require their students to use library books and/or research databases in order to complete their course(s)
- 84% agreed that the library is effective in helping students develop information literacy skills

- 94% indicated an overall satisfaction with the services the library provides faculty and students

FACULTY WRITTEN COMMENTS

The last question on the survey invited faculty to make written comments regarding the library and its services. The 30 written responses were generally positive in tone and touched on research workshops, the library book collection, online resources, information literacy, and overall library services.

ANALYSIS

Although a formal statistical analysis was not done and the number of faculty responses was somewhat low, important insights can still be drawn from the 2006 survey data.

- Faculty use of the library in nearly every aspect is moderate.
- Faculty participation in recommending book purchases is low.
- Although a large percent of faculty (66%) require their students to use books and/or databases to complete their course(s), they did not feel that the library has a good selection of current books and periodicals relevant to their subject areas and class assignments.
- A majority felt that the library is effective in teaching information literacy skills.

A complete discussion of the Spring 2006 *Library Student Satisfaction Survey* and *Faculty Satisfaction Survey* can be found at <http://www.skylinecollege.edu/library/LibrarySurveysSummaryReport.html>.

2. Indicate areas of improvement for the program.

Based on the Spring 2006 student and faculty surveys, the following are potential areas of improvement:

- Since both students and faculty express dissatisfaction with the library's books, periodical holdings, and database subscriptions, a concerted effort to expand and update our collections is warranted.
- Since faculty use of the library is moderate, a faculty outreach effort is warranted. This would include establishing a "Faculty Advisory Committee" as a way to increase faculty collaboration in information competency instruction, participation in collection development, and awareness of library matters. Moreover, a *Skyline Library Faculty Handbook* should be published and made available in print and online to every new and continuing faculty member.

Other areas of program improvement include the items discussed in Part B, question 6.

3. Outline a plan for responding to student needs.

The needs voiced by students center on: 1) the library's print and online holdings, and 2) the quality, comfort and convenience of the library. A reasonable effort should be made to improve the library in those areas; however, it would entail difficult choices since it is unlikely that every improvement desired by students could be put into place due to practical and budgetary constraints. Nevertheless, with additional funding and a careful approach, a direct response to student needs would require expanding the book collection, subscribing to additional periodicals and academic journal databases, replacing aging computers, constructing a computer lab/classroom, and expanding the library hours.

In addition to the needs voiced by students in the survey, the library would also be responding to student needs by continuing to seek new and better ways to teach and assess lifelong information competency skills, which is the heart of our mission.

Skyline College Program Review
Worksheet for Program Services and Performance

Weekly Student Contact Hours – WSCH

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

Year	2003	2004	2005
WSCH	75	80	86

Please comment on program enrollment and expected trends.
(Counseling classes only)

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2003	2004	2005
FTE	2.51	2.65	2.86
WSCH/FTE	377	298	322

Please comment on the comparison of this program to College trends.
(Counseling classes only)

Total Program Contact Hours

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

	2003-04	2004-05	2005-06
Total Contact Hours	154	114	108

Student/Staff Ratios

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

	2003-04	2004-05	2005-06
Ratios	FTEF 0.47	FTEF 0.47	FTEF 0.60
Total Student Headcount	74	61	54

Retention and Success

Report data on program retention and success rate with the most recent on the right. Have these rates broken down by student types (i.e. age, ethnicity, gender)

	2003-04	2004-05	2005-06
Retention	68%	71%	81%
Success	66%	69%	76%

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

While only 54 students completed LSCI courses during 2005-2006, librarians taught research workshops attended by more than 3,000 students during this same period. Clearly, the bulk of library instruction takes place during these sessions. See Part A, #4 for a full discussion of these research workshops.



Program Review Course Outline & Prerequisite Checklist

Discipline: LIBRARY

Semester: FALL 2006

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

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

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

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

Column 1: What is the course prefix and number?

Column 2: What is the course title?

Column 3: What date was the course outline last reviewed or updated?

Column 4: If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.

Column 5: If this course satisfies a GE (General Education) requirement, place a check mark in the column.

Column 6: Please list all course prerequisites, corequisites, and/or recommendations.

Column 7: Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

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

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

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

Faculty Signatures


Eric Brenner


Dennis Wolbers

Highlight this text & type in name

Date Submitted: October 3, 2006

Division Dean:



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

