

2018-19 Library Comprehensive Program Review

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

The library's primary role is to provide resources, programs, and services that support student completion and enhance the overall learning experience of Skyline College's community. We place students at the center of our focus and provide a variety of learning tools, resources and opportunities that directly contribute to students' academic and professional success. The library partners with faculty and staff to ensure programs and services are aligned with and complement the curriculum. We go beyond curricular objectives to provide unique learning opportunities that are culturally relevant and equity minded.

The library supports Skyline College's mission to empower and transform a global community of learners by providing open access to resources to enable that empowerment and growth. Our programs and services expand beyond our walls and we are a reliable and persistent source of support and guidance to our diverse community of learners.

Following is a list our main objectives and brief descriptions of the Library's work towards those objectives:

- Teach information literacy to students in various academic disciplines and vocational programs, tailored to specific subjects and course level assignments and projects. Librarians conduct workshops and manage an entire Online Tutorial for students to complete at their own pace and satisfy the institution's information literacy requirement. Information Literacy is an institutional student learning outcome (ISLO), and the Library is the sole department on campus responsible for teaching that ISLO.
- Provide synchronous, asynchronous, online, and in-person research assistance. Students come to the Reference desk to consult with librarians how to best approach research for their assignments. Librarians provide "eReference" services via email and via "Live chat". In addition, librarians prepare and update numerous research guides and learning assets for students that can work more independently.
- Contribute to textbook affordability solutions by working closely with the ZTC Program Coordinator and faculty members in their efforts to convert courses to Zero-Textbook-Cost. Librarians provide research assistance specific to locating Open Educational Resources and understanding the proper and ethical use of these resources. For the students, the Library maintains a collection of course reserves for students to use at no cost to them.
- Support the College's role as a leading academic and cultural center for the community through innovative outreach programs (Human Library, Poetry Corners, Banned Books Week, etc.) as well as partnerships with the Peninsula Library System (PLS) and other organizations (i.e. Food For Fines and Voter Registration drives).

- Serve as an access point and support center for educational technology and digital literacy. The Library is the most heavily used computer lab on campus as students increasingly rely on Library computers for their academic work. In addition to using Library computers for database and Internet searching, students rely on the Library to access and complete online homework assignments and tutorials, create and print essays, projects, and PowerPoint presentations, view online videos and podcasts, listen to online lectures, register for courses, email instructors, and much more. Library staff support students as they learn the new technologies.
- Maintain a collection of print and electronic resources as well as instructional equipment that support the curriculum and extracurricular needs of our programs. We take a collaborative approach of collection development by requesting feedback from faculty and staff. Librarians consistently assess our collection and ensure it is maintained current and relevant.
- Serve as a student study center and gathering place for students. Hundreds of students come to the Library each day to study. The Library provides quiet spaces as well as group study rooms that can be reserved via our website.

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Narrative

While the library provides many programs and services, only the following Information Literacy-related Program Student Learning Outcomes are assessed as SLOs.

The goal of Information Literacy instruction is to help students become more sophisticated, discerning, and confident researchers, and to lay the foundation for independent lifelong learning. Upon successful completion of the information literacy requirement, students will be able to:

- Develop and execute an effective research strategy using a wide range of search tools, accurately interpret results, and find authoritative information pertinent to the topic.
- Evaluate the relevance, quality, authoritativeness, and credibility of information retrieved.
- Access and use information ethically and legally.

Associated Objectives

[708-Revamp Information Literacy Program](#)

I.C. Profile: Program Review Team

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

Narrative

Nocito, Gabriela. Director of the Learning Commons

Lim, Poh Kim. Librarian

Walawalkar, Pia. Librarian

Nazario, Athena. Librarian

De Barra, Chelssee, Interim Learning Center Manager

II.A. Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

- **Teach information literacy**

Librarians teach on average 100 workshops per semester via our ENGL 100, ENGL 105, and other classes. These workshops are part of the current Information Literacy Program. For ENGL 100 and 105 classes attendance is mandatory, however, professors from any discipline can request information literacy workshops. Students that do not take any of those classes or that are in purely online classes can take our Online Tutorial, a Canvas course created by retired librarian Eric Brenner.

In the past, feedback from faculty of our in-person workshops was not favorable or inconsistent at best. In response to this feedback, librarians have been making progress towards 1) tailoring workshops to assignments so that students can more easily grasp and apply concepts, 2) making the workshops more engaging for the students (i.e. active learning), and 3) trying a more “embedded” approach to delivering these skills.

The embedded approach aligns better with the new ACRL Framework for Information Literacy. Embedded librarianship calls for a more guided attainment of the skills that, instead of through one or two-part workshops, are delivered through multiple student-librarian-professor interactions.

The librarians' piloting of this approach is receiving positive feedback and there is consensus among librarians and faculty that this approach should be expanded. However, expanding this program is difficult giving our current staffing of three full time librarians with other responsibilities besides instruction. Plans to have workshops and

trainings for the faculty (“train the trainer” approach) could help us implement the embedded model in a more sustainable way.

Our Online Tutorial will become obsolete once Library moves to a more modern LSP or Library Services Platform. This new system will include a more streamlined and intuitive interface that will facilitate research. The new Online Tutorial should have clear Student Learning Outcomes and shorter, more consumable, learning assets.

Our PSLOs are linked to the ISLO of Information Literacy. The PRIE office helps us by coordinating the assessment of students’ assignments and by conducting a student survey. The student surveys and assessment of their performance from 2016 show that the students are achieving 2 out of 3 PSLOs. Students seem to be learning research skills and how to evaluate resources but not achieving the learning objective related to using information ethically. Since 2016, library staff efforts focused around creating specific library research guides and sharing enough information with the faculty so they can teach concepts related to plagiarism and explain APA and MLA citation rules. More work is needed in this area so that students fully understand “weaving” of information gathered into their research assignments. See section II.A.2 Progress on Program Student Learning Outcomes.

Conclusions regarding Information Literacy:

- ACRL Standards must be incorporated to include the latest pedagogical research in this area.
- Online Tutorial needs to be redone and become pedagogical sound.
- Library Computer/Instruction Lab needs to be more flexible. Laptops and newer furniture is needed.
- Provide synchronous, asynchronous, online, and in-person research assistance

The Reference Desk provides a point-of-assistance for students. The Reference Desk is staffed by our Faculty Librarians, full time and adjuncts. In person or via chat research requests are not impressive in numbers. On average, less than 1,000 in-person or drop-in, research related questions are received per year. Given the number of hours the library is open (avg 500/year), a much closer look at this model of service is required. By Email or “by appointment only” may be more cost effective.

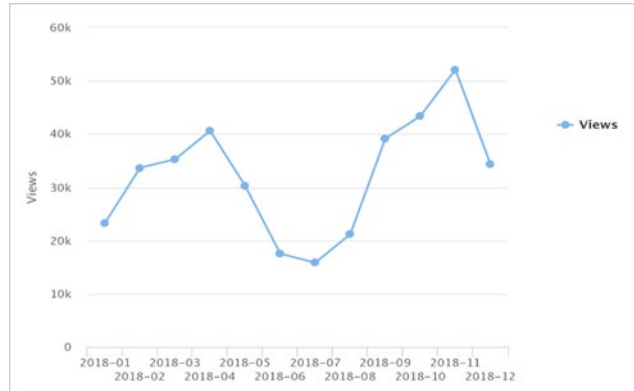
This aligns with what other libraries are experiencing as students become more independent in their research and better, more intuitive, resources are available. While accreditation and employment standards must be observed, ultimately the optimal use of our resources is imperative. Student satisfaction surveys need to include questions related to this type of service.

It is clear though that some of the library’s online and asynchronous models of providing research help are very popular. Most of the asynchronous services are provided via our website and via our research guides. Our website received over 125,000 views in 2018 (see MCPR data under the Visitors data- virtual section).

Our website provides guidance on how to search and provides access points to all of our online resources. In addition, our topic- specific research guides, created and maintained by the librarians themselves, are highly visited. Visits to these guides peak before the end of the semesters when assignments are due.

In 2018, 153 guides were viewed by our users 386,570 times.

Library Research Guides (Libguides) Views in 2018



Librarians have also been exploring ways in which our services can be better infused in Canvas courses. A link to tutoring and library services is now embedded in all Canvas shells and a role of “Skyline Librarian” has been implemented so that research support is more accessible to students.

Conclusions regarding research assistance:

- Libguides should be kept updated and librarians should weed out outdated and less-used guides. Better organization of these is needed.
- Additional asynchronous methods should be explored (i.e. video tutorials, guided website tours, etc.).
- Reference services should be-reorganized into different models for optimal use of human resources.
- Librarian/research support presence in Canvas needs to be promoted and better utilized.
- **Contribute to textbook affordability solutions**
Library staff has been playing a critical role in the implementation of Zero-Textbook-Cost initiatives. Working closely with the Program Service Coordinator, librarians helped with organization of the program, development of workshops, creation of marketing materials, and promotion of library specific services. Library staff prepared research guides and is ready to provide one-on-one help to faculty as they convert their courses. While the ZTC program is still in its infancy, library staff have a firm commitment to it and will continue to work towards its success.

For students that still take classes that required textbooks and other materials, the Library maintains a course reserve collection of over 1,000 titles. This continues to be the most highly used collection and accounts for about 60% of our overall circulation (See circulation data below). Students can check out these items for free and take advantage of our free scanning services.

The Library will continue to prioritize students' needs and will make significant efforts to expand and maintain a comprehensive "required materials" collection. Our goal is to make paying full price for required materials become the last resort for students.

Conclusions regarding textbook affordability solutions:

- All FT and PT librarians will be trained and ready to provide support to faculty to convert courses.
- Activities related this initiative (i.e. workshops, Flex days activities) will continue to be prioritized.
- At least one adjunct librarian should be fully dedicated to this effort.
- Acquisition expenditures will reflect priority for purchasing of required textbooks/materials.

• **Support the College's role as a leading academic and cultural center**

With the hiring of Pia Walawalkar as Equity & Outreach Librarian in January of 2018, the Library has made significant efforts to contribute to Skyline College's objective to become the academic and cultural center for our community. In 2018, the following programs heightened our place on campus and within our community (number of attendees in parenthesis where available):

Open Ed Week to promote Open Educational Resources

National Poetry month (100+ participants for all events held)

Film screening for Earth Week (10)

Exploring intersectionality (film screening discussion) collaborated with SAGA and USA (30)

Distress for success (40 in the multiple activities)

Poetry Corners (28)

Banned Book Week (30+)

Fake News (Approx. 20 participated in activities)

Citizenship day (15)

Voter registration booth (50)

Human library (12 books + 34 readers)

We expect the numbers to keep growing as better marketing approaches are identified and the Library truly becomes known as the center for interesting and innovative events. In 2019, programming for the following continues: Human library, Earth Week, Poetry Corners, Open Ed Week, National Poetry month, Distress/mental health awareness, and Banned Books Week.

These events take time and resources but the Library budget never reflected this need. With careful planning and better resource allocation, barriers to have more and better attended programs will be removed.

Conclusions regarding outreach and events programming:

- Library should continue to coordinate marketing efforts and leverage Ad Astra(room scheduling system) to feature events.
 - Library will request PIF grants to cover costs of all the events.
 - Director will continue to emphasize the importance of these programs and encourage more staff members to lead additional programs.
- **Serve as an access point and support center for educational technology and digital literacy**

Access

The library has 48 computer terminals for student use in the Library's main floor area. An additional 36 terminals in the Library classroom are available to any student while workshops are not in session. Library staff consider the number of terminals sufficient for the demand. The student-use terminals are heavily utilized specially between the hours of 9am to 2pm. Library staff continues to monitor usage of these terminals and works closely with Technical Services to ensure proper updates and operations.

The Library classroom's desktop terminals, however, create a rigid and uncomfortable learning environment. Library has requested laptops to replace these desktops. Laptops, along with more flexible furniture, would allow the Library to provide multiple set ups adaptable to many more functions.

Support

In the 2017-2018 academic year, the Director at the time implemented a new service for students that provides support for the use of educational technologies. This includes orientations in using email, Websmart, Google suite of applications, Canvas, and others tools. Since then, the library has charged their Instructional Aid II with leading this service and with training student assistants. This relatively new program is highly successful in that it is heavily used. However, while the feedback is generally good, more data is needed to measure use and determine its efficacy. Funds are needed to hire student assistants to cover most Library open hours. It is worth noting that funding for this specific program was approved but never received.

This left the library with a small budget deficit. Discontinuing the service should be a last resort since students have come to rely on it.

Recently, the opportunity to join forces with CTTL and expand this support service arose. We will explore the creation of a "Genius Bar" style of service for students. Students will have a one-stop type of support for any kind of technology support. This approach will also serve as a referral system to other supports (i.e. research, material check out, etc.).

Printing

Another popular service is printing. Our printing system is outdated and often malfunctions. Library is still in communication with Technical Services to upgrade this system which is planned for all three SMCCD campuses.

Conclusions regarding educational technology support:

- The staff should begin to track the number of students that request technical support, nature of question, and conduct student satisfaction surveys at least once a year.
 - Funding for technical support in the form of a “Genius Bar” needs to be acquired.
 - Printing system needs to be updated so that it is reliable, flexible, and methods of payment other than cash can be used.
 - Aging desktops need to be replaced in our Library classroom. Laptops can provide a more flexible set up more conducive to active learning.
- **Maintain a collection of print and electronic resources as well as instructional equipment**

The many physical resources that the library houses (i.e. print books, headphones, laptops, DVDs, periodicals, etc.) are lent out to students and community members. On average, in a given academic year, the number of transactions handled by our system surpasses 19,000. (Each transaction represents a check-out or renewal of an item).

Our College Reserves or Textbook collection accounts for over 60% of that circulation. This is a direct result of prioritizing the purchasing of textbook and required readings.

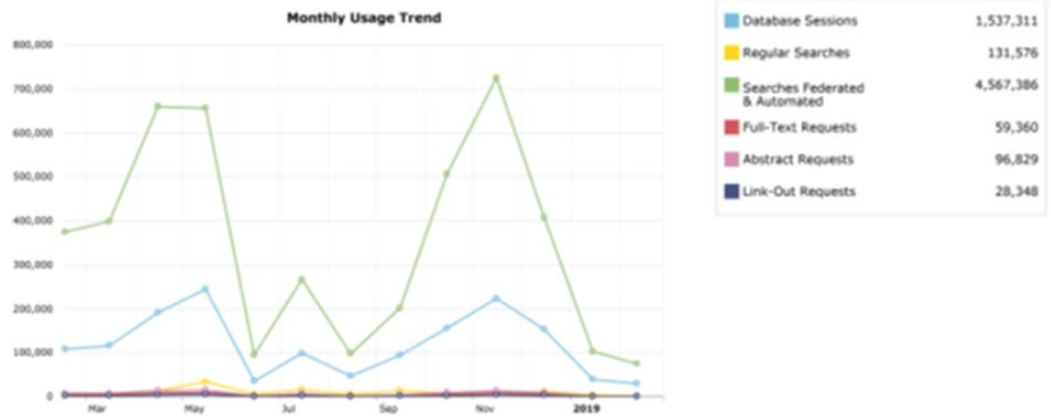
The print book circulation accounts for about 20%. Our circulating collection is currently being weeded and newer material is coming in. The selection of new material is based on faculty requests and librarian assessment of needs to support the curriculum. Additionally, an emphasis on materials dealing with social justice, equity, and diversity will continue to take priority when acquiring new materials.

Instructional equipment including calculators, laptops, chargers etc. is heavily used but our inventory is limited. It accounts for about 8% of our circulation. Laptops for student use have been requested.

Print periodicals (magazines, journals, and newspapers) account for 1% of our circulation. Circulation (or “check-outs”) is not a perfect indicator of usage since periodicals could be read in the Library and put back without checking them out. Still, giving that our periodical collection expense is large and that publishers are moving towards a more digital environment, we should consider reducing this collection. In the meantime, methods to assess usage will be explored.

As per our online resources, a quick survey of online databases reveals a robust and comprehensive collection of digital magazines, journals, newspapers, books, and videos. Usage data is provided by each vendor. Yearly usage of databases via

our federated or cross-searches surpass the 4,000,000 searches on a yearly basis. Peak usage happens right before the end of semesters which is expected given research assignments are due at that time.



Conclusions regarding our collections:

- Given that our Textbook collection is the most widely used collection, we should plan for a significant portion of our instructional materials budget to be spent acquiring required textbooks and materials for students to use. This also supports efforts to tackle textbook affordability issues.
- Print periodicals use continues to decline. While more assessment of in-library-use is needed, we can still conclude that this collection needs to be reduced.
- Our electronic equipment inventory is low and needs continuous updates. Newer equipment is needed. Laptops have been requested but funding is yet not available.
- Our efforts to update the circulating print collection should continue. Outdated materials should be weeded to give room for newer, more curriculum-supporting materials.
- Reference collection should also be weeded and significantly reduce to make space for other resources.
- Librarians will continue to monitor usage of online databases on an aggregated basis but also look at each database's usage patterns to determine if they should be renewed or cancel.
- Subject area coverage should be assessed continuously. For example, STEM related databases could be considered in the future if demand increases.
- Better analytics (easier to acquire) are needed. Library staff will have access to better analytics via a new Library System.

- **Serve as a student study center and gathering place for students**

Visitor Data – Physical

According to the Library security/counter gates, an average of 1,100 people visit the library on a daily basis Monday Through Thursday. On those days and in the Spring and Fall semesters, the Library is open 13 hours a day. On Fridays when the Library only opens for 8 hrs., the average number of visitors is 500. On Saturdays when the Library is open for 5 hrs., the average number 75. In the Fall of 2018, the library attempted to gather hourly visitors data by checking the gate on an hourly basis. The small experiment revealed what we knew anecdotally. The library is most heavily used during the day with the number of visitors peaking between 9am and 2pm. This assessment was imperfect and labor intensive, however, it allowed us to determine our busiest times and staff accordingly.

Visitor Data – Virtual

The number of visitors to the Library's website is impressive. Over 125,000 users visited our library website in 2018. According to our MCPR office, The Library site is the most visited site after the Skyline College main website. This is not surprising given the extensive resources we provide online including access to multidisciplinary journal and book databases and video repositories.

From MCPR using Google Analytics:

Page	Pageviews	Avg. Time on Page
/library/skylinecollege.edu	127,767	372.25 sec

The overall attendance to the Library, physically and virtually, is as expected historically. Despite decline in overall student enrollments, the Library is well visited and remains a main center of support. The combination of programs and services as well as partnerships with the faculty continue to attract students to the Library. However, Librarians must continue their outreach programs and promoting of services. Partnerships with other student support services and with MCPR will help us reach more students.

Other Conclusions regarding visitors:

- Library should continue to monitor attendance and gather more feedback about Saturday opening hours. Hourly attendance should be monitored so that open hours are staffing can be adjusted accordingly.
- Library facilities should be updated to provide a welcoming environment. Updated and more comfortable furniture is needed.
- Our website needs to be carefully designed (or redesigned) to ensure users are finding resources they need faster and easier.

Associated Objectives

- 709-Expand outreach and special events efforts
- 717-Improve assessment of all services and gather analytics of online offerings
- 716-Improve/Expand staffing
- 710-Increase access to OERs, Textbooks, and materials
- 711-Modernize the Library's instructional, service, and learning spaces
- 715-Redesign library website
- 708-Revamp Information Literacy Program

II.A.1 Progress on Prior Program Objectives (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative

BSRC program library support and collection

Library 's budget has not been expanded to support this program thus the Library's budget shows a deficit as cuts could not be made fast enough to avoid it. Our multidisciplinary databases and open educational resources contain enough resources for students to complete their assignments. Dean Raymond Hernandez shared that research assignments are still of high or acceptable quality even when the most expensive resources are not being used. It became clear then that we were disproportionally allocating resources for a very small program. Director plans to not renew some of these most expensive resources.

We have assigned a part time librarian to provide a few hours a week of research assistance to the students in an embedded model. This is a highly successful practice that we hope to enhance in the future as budgets allow.

Commitment for support of this program remains intact and Director will work closely with Dean to ensure needs of students are met and support any accreditation demands.

Library Furniture, Fixtures, and Equipment requests

Unfortunately, funding for any facility, fixtures, furniture, and equipment need has not been acquired. Director will continue to communicate need and explore internal and external grants.

The intention to implement RFID technology has been put on hold until further notice and as the Library plans to redesign its relationship with PLS.

The Library has received approval to move forward with joining most of the California community colleges in acquiring a new Library Services Platform to streamline operations and provide a more intuitive experience for students as they conduct research. The new system will allow us to better handle required textbooks/course reserves collections including Open educational materials.

Library Staffing

The Library has not been funded to support hiring of student assistants to provide technical support, although the project was approved by Dean and VP and students were hired. Thus, we expect a deficit in this line budget line as support program was not discontinued.

We also did not pursue the converting our .8 Library Support Specialist to 1 FTE or the hiring of a part time IALL as budgets cut were pretty significant for our unit. We were, however, able to hire a FT Faculty Librarian to replace Eric Brenner. Athena Nazario started her employment with SMCCD in February of 2019 and her main responsibilities will be information literacy instruction, migration to new library system, and helping Director in all areas of assessment and management of electronic resources.

Outreach

Significant efforts have been placed on outreach and satisfactory progress has been made. It is understood that this outreach must continue with additional funding and with better marketing.

Textbook affordability, ZTC, and Open Educational Resources

Library has made incredible progress towards this objective given limited funding. The efforts will continue and the new Library System will help us in better organizing and promoting of OER materials.

Associated Objectives

[571-BSRC program library support and collection](#)

[572-Library Furniture, Fixtures, and Equipment requests](#)

[573-Library staffing](#)

[280-Outreach](#)

[575-Textbook affordability, ZTC, and Open Educational Resources](#)

II.A.2 Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

The student surveys from 2016 show that the students are achieving 2 out of 3 PSLOs. Assessment of students' work reveals that most students are demonstrating research and source evaluation skills. However, students are not achieving the learning objectives related to using information ethically.

Since eliminating the dedicated course to Info Lit and moving to a 2-workshops model via ENGL 100 and 105, Librarians have not been teaching these skills directly. They do conduct workshops specific to MLA or APA citations only when requested by professors. Numerous handouts and online library guides have been created to teach these concepts asynchronously. More work is needed in this area so that students fully understand "weaving" of information gathered into their research assignments.

As the Library plans to incorporate ACRL Information Literacy Framework in the revamp of the entire Info Lit program, we feel that the new and more embedded approach should help students attain all PSLOs.

Please see Program Effectiveness section where we discussed Information Literacy.

Evidentiary Documents

[NoviSurvey_Information_Literacy_ISLO_Self_Assessment_5-22-2017.pdf](#)

Associated Objectives

[716-Improve/Expand staffing](#)

[708-Revamp Information Literacy Program](#)

Associated Links

[ACRL Information Literacy Framework](#)

[Assessing the Information Literacy ISLO Fall 2016](#)

II.A.3.a Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

The Director of the Learning Commons (1)

- Oversees operations of the Library
- Manages personnel
- Participates in campus wide committees
- Part of the college's leadership team
- Manage budgets
- Select and acquire resources
- Assess progress towards objectives
- Sets the objectives for the Library based on the broader objectives of the College and the District.

Librarians (3)

- Teach workshops and provide research assistance
- Plan and execute outreach events and programs
- Participate in campus wide committees
- Participate in PLS wide committees
- Select and acquire resources

Adjunct Librarians (1.5)

- Teach workshops and provide research assistance
- Assist with planning and execution of events and programs
- Assist in selecting materials
- Assist in special projects

Library Support Specialists (3.8)

- Help community of users check out, check-in items and obtain library cards
- Assist in the proper cataloging of our materials
- Help with the acquisition and payment of acquired resources
- Maintain statistics
- Overall overseeing of facilities
- Provide overall operations support

Instructional Aid II (1)

- Help students with educational technology needs
- Train student assistants to provide educational technology help
- Help with marketing and outreach efforts
- Conduct technology related workshops

Staff Assistant (1)

- Assist director and staff with all personnel related paperwork (timesheets, leave reports, PAFs, etc.)
- Assist with budgets



- Assist with meetings and special events
- Provides overall administration support

Associated Objectives

716-Improve/Expand staffing

II.A.3.b Personnel FTE

Provide the current FTE of each category of personnel.

- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative

- FT Faculty FTE: 3
- Adjunct Faculty FTE: 1.5
- Classified Staff FTE: 5.8
- Administrator FTE: 1

Associated Objectives

[716-Improve/Expand staffing](#)

II.A.4 Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

Please see Program Effectiveness section where we discussed access to library services in person and online. Service hours are also discussed.

When compared to other community colleges' libraries in California, Skyline College Library offers the average number of service on a weekly basis (65 hrs). This is more than what CSM (53 hrs/week) or Cañada (63 hrs/week) offer. Our service hours will continue to be monitored and usage of the library by students will be assessed via people counters/gates and online website visits.

MCPR and the Library will work together to further assess our website usability.

Ultimately, we need find the right balance between what the demand is and how SMCCD funds are services.

Our DE offerings will be further explored as the Library joins the Nights, Online, and Weekends team. Although the library is well set up to continue its Distance Learning offerings, our new system will with no doubt expand our reach and allow us to further serve those students that do not come to campus including International Students.

Unaddressed need:

Educational technology support for DE students. With the increased number of online students and the assumption that they come ready to use all educational technology and tools, the demand for the type of technical support the library provides will increase. It is unclear if this type of support can be provided by chat or email. And even if the right communication tools are used, this type of service requires additional staff.

A survey of all our databases and ADA compliance. Library has made an effort to acquire electronic resources that are ADA complaint. We have noticed that some vendor's interfaces do not display correctly when using Assistive Technologies. More time needs to be dedicated to this to ensure our resources accessibility.

Associated Objectives

[717-Improve assessment of all services and gather analytics of online offerings](#)

[716-Improve/Expand staffing](#)

[715-Redesign library website](#)

II.A.5 Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

AB705/Promise Scholars/Guided Pathways: An accelerated curriculum initiative (AB 705) and the overall objective to increase all types of support to students will increase the demands on the Library to provide educational technology support and research assistance. Increased online support, increased inventory of equipment for lending, and organization of resources reflective of Meta Majors and examples of how the Library can contribute to these efforts. Library has worked in partnership with other support units in the past and will continue to do so to ensure students are receiving the support they need.

STEM Center: A new center opening up on campus that will provide academic support available to students pursuing a degree in STEM. Library will provide support as needed whether it is helping build satellite STEM collection of materials or specific research support.

Building and construction across campus: Space issues will occur due to planned capital improvement projects for the campus. Language Lab in the TLC was repurposed as SI rooms which impacted the use of our Library Computer Lab. Director will continue communications with the Language Arts Department to ensure students' needs are met.

Need to provide online support/NOW- Night Online and Weekends: The Library has made progress and is already providing multimodal support access (email, chat, phone,). However, the increased demand (i.e. more online classes, more international students) will require attention and adjustment of resources. Director will remain vigilant of the needs and adjust resources as necessary.

Rapid technology changes and equity: There is an assumption that our students are ready to easily grasp technology or that come to our college with those advance computer skills. This put some students at a disadvantage. The push for more online education and the rapid changes in technology will require the Library to increase support for the students.

Abundance of information and evaluating resources: The Internet, social media, and biased media complicate our students' perception of reliable and authoritative information. Information Literacy is imperative in this era and the Library needs to revamp its Information Literacy Program to support students in the attainment of those skills. Implementing the new ACRL Framework and providing a more embedded model of librarianship seems to be the answer. Planning for this revamp and implementing changes will take significant resources.

Funding: As our demand increases, the Library's budget has not been keeping up and in fact has been decreasing substantially. Library needs to find more sustainable ways of providing support and explore other sources of funding.

New Library Services Platform: The Library is in the process of migrating to a new system that will take care of all internal operations (cataloging, acquisitions, circulation, etc.). The new system will also bring a new look and ways of conducting research. While the change is much needed and welcomed, the migration will demand significant work from all staff. All research guides and tutorials will need to be redone, any link to the old catalog will need to be updated, retraining of all staff and student assistance, redo of all our brochures, redo of our online tutorial are examples of the work required.

Associated Objectives

[716-Improve/Expand staffing](#)

II.A.6 Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative

At the core of all Library services is the commitment to close many student equity gaps. Providing free resources such as access to materials and equipment is a basic role of the library and as discussed on the Program Effectiveness section, the Library is well visited and utilized by our students. Library staff continues to listen to demands and expand its collection of resources whenever possible.

At the core of our Information Literacy instruction is the ultimate goal to help students become responsible and conscious consumers of information. Our assessment of PSLOs shows a disproportionate number of African American students not meeting the criteria to be proficient in Information Literacy. Although the number of students' assignments assessed was low (24), we have concluded that we must 1) work closer with the ASTEP Learning Community and 2) further assess this discrepancy. Another area of our work related to Equity, is the Zero Textbook Cost initiative. The Library has allocated significant resources to and plans to expand support for this initiative. Not only are Librarians prepared to provide support to our faculty when converting courses to ZTC, we also ensure that those students still taking non-ZTC classes have access to their required materials for free.

Finally, the library identified and took action towards closing skills gaps related to using technology. It is easy to assume that students come to us ready to use learning management software, writing and presentation applications, and communication tools. We found that this is a huge disadvantage to many of our students. Without the educational technology support the Library provides, students will have a more difficult time completing their assignments, communicating with professors, and accessing powerful research tools.

While we are committed to confronting these equity issues, limitations on funding are our biggest barriers. For example, acquiring more laptops or Wi-Fi Hotspots for students to check out is costly and not possible right now. Director will continue to communicate the needs and seek various funding opportunities.

Associated Objectives

[716-Improve/Expand staffing](#)

[715-Redesign library website](#)

III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

The Library does not offer credit-bearing courses.

IV.A.1 Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative

Strengths

- Library provides multiple programs and services to address many student's needs as they pursue their academic and professional goals.
- Library has a robust collection of physical and online resources.
- Library is a gathering place that provides a sense of community.
- Library's new Services Platform will bring efficiencies in acquiring, managing, and sharing resources while providing a more intuitive student-facing catalog of resources.
- Library is well set up to provide online resources (website, online resources, Chat/email services, etc.).
- Library Staff is committed to the values of Academic Excellence, Social Justice, Open Access, and Student Success. At the Library, Students come first.

Challenges

- Communication and Marketing of all our programs, services, and Events. While we are making progress on marketing and communicating special events, we must persist in communicating all that we do to students, faculty, and staff. Example: a more consistent promotion of our services is needed among adjunct faculty.
- Scaling of our programs and services with the current staffing structure. More faculty librarians are needed.
- Communicating impact of our services. Attendance/Visits/Clicks only tell a part of our story. Assessing and publicizing the impact of our services to academic success is more difficult. More correlational studies are needed which will require identifying students that use our services.
- Decreasing funding (general fund). Our programs and services continue but are limited due to budget cuts.
- Aging facilities, furniture, and electronic equipment.

Opportunities

- Improve relationship and partnerships across campus to scale our services.
- Tap into grants for specific projects and needs instead of general fund.
- Improve surveys and include specific questions around impact of services.
- Better marketing and promoting of everything we do.

Concerns

- Funding: Even when considering alternative sources of funding, the work of requesting and advocating for those funds takes time and effort away from our programs and services. One-time, special grants can only be used for one-time, special events and cannot be counted on services that should be implemented in a more permanent fashion.

- Staff: Rapid changes in technology will require specialized skills. Dealing with change and uncertainty are a specific skills that they must possess.

Further Research is needed

- To assess usage and impact of our educational technology support
- To assess impact of our Information Literacy Program as it evolves based on the ACRL Framework for Info Lit.
- To assess actual needs of our Distance Education students.
- To assess organization and usability of our website.

IV.A.2 Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

When we think about what the library offers, the future of the Library program, and how it impacts student success, the following four areas are believed to be central to optimizing the library's offerings:

1. Library evolving into the Learning Commons--Learning and resources space for all.
The Library and The Learning Center become one to provide a space, whether physical or virtual, where students come to learn. The Learning Commons will optimize resource utilization to ensure fiscal stability but more importantly to provide a one-stop service for students. Resources and services are organized in a way that students will get all they need to complete their assignments or achieve a goal seamlessly. We will provide solutions to access issues and provide support to all students, faculty, and staff. Students will have a modern, safe place to study independently and rely on staff for academic or educational technology support.
2. Information Literacy synced to ACRL Framework for Info Lit
Librarians will stay abreast of the latest pedagogical research and best practices to infuse the teaching of these skills across all disciplines. Faculty will improve their research-based assignments and lessons after applying knowledge and skills from professional development conducted by librarians. Students will achieve all PSLOs.
3. The Library/Learning commons will become known as the cultural center for all community members. Our programming and special events will be in line with all Equity efforts and themed on Social Justice. Our collections will reflect our commitment to educating our community on issues related to social justice. Our programs and events will be culturally relevant, eye-opening, and engaging not just to our students and faculty but to the San Francisco Bay Area as a whole.
4. Culture of assessment and continuous improvement
Our assessments of our own work will be critical enough to make incremental improvements. Our assessments will focus on the impact we make towards student learning and student objective completion. Our staff will be improvement oriented and participate in multiple professional development opportunities. Students will describe the role of the library as influential in terms of their successful academic performance.

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative**1) Library evolving into the Learning Commons**

Synergy between TLC, CTTL, and Library to optimize resources and provide comprehensive student support. Examples include creating of a support access point similar to Apple's "Genius Bar" where student will receive concierge-style support for all their needs. Staff can refer the students to the various services provided based on their needs.

Improve facilities so that they are modern and welcoming. The update of our spaces can start with simple painting or purchasing of new furniture to the more elaborate wiring for new technology and design for "idea" hubs.

Learning Commons will become synonymous to "solutions commons" where students come to get answers and acquire resources and tools.

2) Information Literacy synced to ACRL Framework for Info Lit

Expand PSLOs, train librarians, and develop a training workshops for faculty as part of their professional development. Instruction will be much more conceptualized and targeted to student needs. Information literacy will be taught via one-on-one interactions as well as through workshops. Faculty will be able to choose from a menu of activities that are relevant to their assignments or SLOs.

3) The Library/Learning Commons will become known as the cultural center for all community members.

Fund, plan, and execute programs that will be attractive to all students, faculty and staff because of their relationship to curricular and extracurricular topics. Current events and issues of social justice will be the central theme. Expand our marketing to make these events attractive to all Bay Area residents. Examples include: Human Library, Poetry Corners, etc. Partnering with MCPR is essential and coordination with other campus events a must.

4) Culture of assessment and continuous improvement

Look for specific assessment that measures impact. Correlation studies and students perceptions surveys will be designed. Start with assessing current programs and expand to include new ones. Partnering with the PRIE office is essential.

Associated Objectives

709-Expand outreach and special events efforts

710-Increase access to OERs, Textbooks, and materials

711-Modernize the Library's instructional, service, and learning spaces

708-Revamp Information Literacy Program

V.B. Action Plan and Resources Requests

Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR 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 CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative**Associated Objectives**

[709-Expand outreach and special events efforts](#)

[717-Improve assessment of all services and gather analytics of online offerings](#)

[716-Improve/Expand staffing](#)

[710-Increase access to OERs, Textbooks, and materials](#)

[711-Modernize the Library's instructional, service, and learning spaces](#)

[715-Redesign library website](#)

[708-Revamp Information Literacy Program](#)