Skyline College

Comprehensive Program Review

2024 - 2025

SKY SS - Library

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Student and Learning Support Services Comprehensive Review

Submitter Name:
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Submission Date:
09/20/2024

BACKGROUND

1.A.   DIVISION:
Academic Support and Learning Technologies (ASLT)

PROGRAM NAME:
Skyline College Library

1.B.   YEAR OF REVIEW:
2024 - 2025

1.C.   PROGRAM REVIEW TEAM
Chelssee De Barra, Pia Walawalkar, Vincent Kang, Elle Dimopoulos, Cody Baker, Saul Milan, Kristen Jasniewski, Sherri Wyatt, Dane Nicolas, Mitchell Xiong, Ame Maloney

1.D.   CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:
i.   Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."
The Skyline College Library is a quintessential glonacal (global + national + local) hub, offering self-directed and ungraded opportunities to explore diverse knowledge systems, lived experiences, and expressions of ideas, thoughts, and emotions. It supports the college's mission to transform and empower a global community of learners through curriculum-aligned collections, cross-disciplinary programming, critical information literacy instruction, and equitable access to textbooks and technology.

ii.   Alignment with the College Values:
Social Justice
Open Access
Student Success and Equity
Academic Excellence
Community Partnership
Sustainability

For each chosen Value, provide a concrete example of how each connects to your program.
Social Justice
The Skyline College Library supports social justice by ensuring equitable access to resources, including open educational resources (OER), affordable textbooks, and technology loans, removing financial barriers to student success. Its diverse collections and cross-disciplinary programming amplify marginalized voices and encourage critical conversations about equity and inclusion. Through critical information literacy instruction, the library equips learners to challenge systemic injustices, fostering an informed and engaged community.

Open Access
Skyline College values open access by providing free, equitable access to knowledge, resources, and inclusive spaces, eliminating barriers to education. The library exemplifies this commitment through its promotion of OER, affordable learning materials, and educational technologies, while also serving as a welcoming space for all. It offers private study rooms, free Wi-Fi, areas to rest and recreate, and access to essential resources like food and technology. By fostering an environment where learners can thrive academically and personally, the library ensures education is accessible to everyone.

Student Success and Equity

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The Skyline College library supports student success and equity by providing accessible, inclusive resources and services that meet the diverse needs of all learners.
Librarians help students develop research skills, preparing them for academic success and transfer opportunities. Through information literacy instruction and wraparound support, such as one-on-one consultations and access to technology, the library improves retention by addressing students' diverse needs. Its inclusive programming and flexible spaces ensure that all students, regardless of background, have the tools to succeed, fostering a supportive environment that enhances both success and equity.

Academic Excellence
The Skyline College Library directly supports the value of Academic Excellence by providing students with access to high-quality resources, research materials, and support services that enhance their learning experience. Through a rich collection of academic books, journals, and digital resources, the library enables students to engage deeply with course content and pursue independent research.

In addition, the library offers specialized research support, information literacy instruction, and workshops that help students develop critical thinking, research, and citation skills essential for academic success. With access to technology, quiet study spaces, and collaborative areas, the library fosters an environment where students can excel in their academic pursuits. By empowering students with the tools and knowledge they need, the library plays a key role in upholding and advancing Skyline College's commitment to academic excellence.

Community Partnerships
Peninsula Humane Society & SPCA (PHS/SPCA)
The Skyline College Library has proudly collaborated with the Peninsula Humane Society & SPCA (PHS/SPCA) to bring Pet-Assisted Therapy (PAT) Teams to campus during high-stress periods such as midterms and finals. These events have been a cornerstone of our de-stress programming, providing students, faculty, and staff with opportunities to interact with certified therapy animals, including dogs, cats, and a peacock. This partnership not only supports the emotional well-being of our campus community but also raises awareness about animal welfare and adoption opportunities. Through these events, we have strengthened ties with the PHS/SPCA while fostering a compassionate and supportive environment for all.

Peninsula Library System (PLS)
As an active member of the Peninsula Library System (PLS), the Skyline College Library benefits from a robust network of 35 public and community college libraries throughout San Mateo County. This partnership enhances our library's ability to provide comprehensive services, including interlibrary loans and resource sharing, ensuring students and community members have access to a vast collection of academic and recreational materials. The collaboration has also allowed us to co-sponsor events and promote cultural and educational programming that resonates with the broader community. The PLS relationship exemplifies our commitment to resource accessibility and community engagement.

Bay Area Entrepreneur Center (BAEC)
The Skyline College Library is in the early stages of a collaboration with the Bay Area Entrepreneur Center (BAEC) to enhance opportunities for student innovation, entrepreneurship, and professional development. Through this partnership, we plan to host workshops, provide access to career resources, and facilitate networking events that connect students with local business leaders. By integrating BAEC's resources into the library's offerings, we aim to create pathways for students to develop essential skills, explore entrepreneurial ventures, and enhance their career readiness. This emerging collaboration underscores our dedication to expanding academic and economic opportunities for the Skyline College community.

San Francisco Peninsula People Power (SFPPP)
San Francisco Peninsula People Power (SFPPP) is a non-partisan, grassroots civil rights organization dedicated to expanding and strengthening voting rights and voter participation both locally and among disenfranchised voters in other states. The Skyline College Library collaborates with SFPPP to host voter registration booths and provide non-partisan education on various ballot measures and propositions. This partnership encourages informed voting and active civic engagement among students.

These partnerships highlight the Skyline College Library's commitment to serving as a hub for education, innovation, and well-being, extending its reach beyond campus and into the broader community.

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Sustainability

The Skyline College Library upholds the value of sustainability by integrating environmental awareness into its resources and programming. Our Sustainability Nook features interdisciplinary books that provide diverse insights into environmental stewardship. Through course-integrated programming, we screened Wasted: The Story of Food Waste, highlighting the environmental impact of food waste and inspiring action. During Earth Week, we collaborated with the Dear Human Project, an initiative uniting artists, poets, and scientists to explore creativity and environmental responsibility, fostering meaningful dialogue and partnerships.

These efforts position the library as a hub for education and reflection, inspiring our community to embrace sustainability and act as responsible stewards of the planet.

1.E.   PROGRAM PERSONNEL

i.   Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:
4

Adjunct Faculty FTE:
1.57

Classified Professionals FTE:
6

Manager/ Director FTE:
1

ii.   Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

-One of our Library Support Specialist positions has transitioned from a 0.8 FTE to a full-time 1.0 FTE position.

-Over the past few academic years, one full-time librarian position has typically remained unfilled due to retirements or departures.

-The Faculty Services Librarian (1.0 FTE) was previously embedded in the CTTL (2019-2024); beginning Spring 2025, this position will reside fully in the Library.

-There is a need for budget to hire more student assistants for the circulation desk, enabling Library Support Specialists to focus on projects while providing students with authentic and valuable work experience.

-There is a need for a ZTC Program Coordinator/Director. The ZTC Coordinator/Director position will augment the single dedicated, permanent ZTC position at Skyline College, a 1.0 FTE Faculty Services Librarian (FSL), who is responsible for developing, supporting, and engaging ALL local and CCCCO directed ZTC and OER efforts at Skyline and on behalf of Skyline with the District: from designing, implementing, and facilitating ZTC programming to providing consultative services for over 300 faculty colleagues across all disciplines.

The ZTC Program Director/Coordinator will manage ZTC Budget oversight & management; Provide direct oversight and leads direction of all aspects of academic and instructional ZTC/OER program workflows, strategic planning, as well as integration into Ed Master plan @ Skyline; oversee student impact data collection, analysis, & reporting as required by law; Recommend and participate in the implementation of staff development programs for ZTC/OER faculty and staff; Coordinate the preparation of catalog and brochure materials for Z-degree and certificate programs; Provide articulation/liaison with other college divisions, services, student groups and off-campus institutions and groups; Lead the ZTC Operational Work Group. This position will ensure ongoing alignment with the textbook adoption cycle; support tracking course schedule ZTC adoption & designation, student success metrics, and other relevant data as required locally (EMP) as well as for state SB1359, XB12 MIS & CCCCO grant reporting data. This administrative role is necessary to conduct critical ZTC programming support throughout a 12-month cycle.

1.F.   PROFESSIONAL DEVELOPMENT
i.   Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.
Link to document with relevant PD:

https://docs.google.com/document/d/1hWmGkbgCNUTIatmDv8qv-cWXQxrcmG3UmzHYbGLRIHI/edit?usp=sharing

ii.   Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.
None identified at this time.

CURRENT STATUS

2.A.   ACHIEVEMENTS
Describe the program's achievements since the last CPR.
Program Description and Overview:

The library is an academic department that supports every student and every department across the college. Because the library is an essential partner in teaching and learning, we strive to collaborate with our diverse campus community to nurture intellectual inquiry, ensure welcoming environments, and provide convenient, equitable access to quality information resources. Over the years, the library has evolved and expanded its role on campus. Beyond providing information access and a quiet study space, we now foster cultural competence, prepare students to be critical thinkers and engaged global citizens, and create a space for community building and interdisciplinary collaboration. Additionally, we have extended our reach beyond physical walls by offering more digital resources, online teaching, and hybrid events.

We support our College's strategic goals by promoting educational excellence, valuing diversity, and fostering equity, student success, civic-mindedness, and a thriving community. As you read through this document, you will find that the library faculty and support staff, under the guidance of the Director of the Learning Commons, work tirelessly to curate an up-to-date collection of resources that support every curriculum offered at Skyline College. This includes free access to print and digitized textbooks, a balanced collection of print and electronic books, searchable databases, laptop computers, and other educational resources such as streaming films and DVDs. Additionally, the Learning Commons provides spaces for group study or quiet individual study.

Beyond these resources, we strive to ensure ease of discoverability and accessibility both on and off campus, guide students through the research process, and assist with technology needs. We teach information literacy, media literacy, AI literacy and how to evaluate and select the best resources for their needs. By staying informed of the evolving needs of our diverse population, we advocate for and provide students with the tools they need to succeed. We collaborate closely with faculty to convert courses to Zero Textbook Cost (ZTC) in order to reduce educational expenses for students. Furthermore, we support the College's mission, vision, and values through our diverse, social justice-centered, multidisciplinary programming that fosters meaningful connections within the campus community.

Information Literacy Instruction
In recent years, we have revamped our information literacy program to move beyond the traditional one- or two-shot models and incorporate critical information literacy principles. The revamped information literacy program can be found at Information Literacy @ Skyline College. This shift aligns with our college's values of inclusion and social justice and embraces more integrated approaches such as embedded librarianship and assignment designs that foster greater collaboration between librarians and instructors. In 2022-2023, we updated our information literacy ISLOs to align with the ACRL Framework, responding to the current dynamic and participatory information landscape. Taken as a whole, the library instruction program now encompasses multiple components, including classroom instruction, online instruction, online tutorials, asynchronous instruction, and point-of-need instruction.

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Classroom Instruction
We provide course-embedded instruction by collaborating with instructors and meeting with their students once or several times a semester as a co-instructor or embedded librarian. Typically, instructors bring their students to the library classroom; occasionally we go to their classroom. These are often called information literacy "workshops" or "sessions". On average, since 2019 (and subtracting 2020 for COVID effects), we have taught about 70 of these sessions per academic year, reaching an average of 1750 students/year.

Online and Asynchronous Instruction
An average of 125 students per year complete the one-hour, online, standalone Skyline College Info Lit Tutorial to fulfill the information literacy competency, which is a graduation requirement.

As part of the QOTL training, librarian Pia Walawalkar created an information literacy course in Canvas to provide instructors with a selection of modular content to incorporate into their own Canvas courses. The only metric currently available for this course is the number of downloads. Since 2021, modules from this course have been incorporated into 17 courses, benefiting approximately 450 students. There are limits to this count, because it doesn't include instructors for whom we provided "direct page share" of our content (a feature in Canvas that allows you to share content without having to go through the entire process of uploading modules to the Commons and then others download the module; instructors can now request specific pages or quizzes).
Librarians Jessica Silver Sharp and Vincent Kang have collaborated closely with faculty to develop custom modules for their Canvas courses, as well as to provide embedded librarian support. In addition, librarians deliver asynchronous instruction by creating subject- and topic-specific research guides. Currently, the library hosts 122 guides, which are utilized by instructors and students in class, online, and embedded within Canvas. The most popular guides receive over 30,000 visits annually. Overall, a total of 122 library guides received 1.2 million views over the 5 years. These research guides exemplify the 24/7, asynchronous instructional support available to students.

Point of Need instruction: Librarians provide valuable point-of-need support through a variety of channels, including one-on-one consultations conducted face-to-face (in person and online), within Canvas courses, and via email. Online chat is another key service that allows librarians to offer real-time research assistance to students. Since 2020, librarians facilitated 4,527 in-person one-on-one consultations and addressed 2,997 online chat inquiries, underscoring the extensive reach and impact of our point-of-need instructional support. Notably, librarian help is trending upwards as students increasingly seek face-to-face and virtual support following the pandemic, reflecting a growing demand for personal, hands-on guidance. In 2024, we introduced roving reference, where librarian Pia Walawalkar held reference hours in the STEM Center, and librarian Jessica Silver Sharp offered support in the cafeteria. This approach allowed us to meet students not only at their point of need but also in spaces where they felt most comfortable, enhancing access to assistance in environments where they frequently spend time.

Undergraduate Research
Over the past four years, the library has supported undergraduate research by fostering interdisciplinary collaboration and intellectual growth. The Library collaborates with the STEM, Social Sciences, Creative Arts, and Language Arts divisions, to plan and host the annual uSOAR conference each year.
Through one-on-one research consultations, research workshops, and Interdisciplinary and Multidisciplinary Undergraduate Research guide, we provide opportunities for students to engage with diverse fields and advance undergraduate research on campus.

Controlled Digital Lending (CDL)
The Digital Textbook Collection, launched in Fall 2022 with funding from the President's Innovation Fund, was created to reduce textbook costs and improve digital access for students. This initiative provides affordable, copyright-compliant access to essential materials through the controlled digitization of textbooks. The service has grown significantly since its launch, and detailed information about the number of digitized titles and their impact on students between 2022-2024 can be found in the attached end-of-year PIF reports and data spreadsheet:
CPR CDL Report: (CDB will upload and put link in)

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ZTC/OER

Since 2018, the ZTC Program @ Skyline has
-Expanded no-cost to students course offerings by 955%, resulting in approximately 900 course material cost-free course sections offered each academic year
-Increased the number of faculty implementing no-cost library electronic and/or open educational resources course material in their courses from 31 to 156 each semester
-Supported access to no-cost course materials for more than 101,000 Skyline community college students
-Saved students an estimated $13,177,000 in out-of-pocket course material costs, as of Fall 2024
-Facilitated 148 faculty-led ZTC course development projects resulting in 84 no-cost course material OER or ZTC adoptions and 64 newly published Skyline faculty authored OERs
-Successfully acquired grant funding that supports Library electronic resources collection augmentation through the CCCCO ZTC Pathway Grant, 2022-2026 as well as English AA-T ZTC Degree Pathway development
-Facilitated annual Flex Day, New Faculty Academy, and Open Education Week ZTC & OER professional development in-person and virtual sessions; offered 1:1 and departmental ZTC & OER consultative support; and maintained data in compliance with local, district, & state requirements
More details at: Skyline College Zero Textbook Cost Program Report and Implementation Plan -2023-2024

Collection Development (print and digital)
*The data presented in the narrative below, along with additional data not included in the narrative, is also represented in charts available in the Library CPR Charts section of the Document Library. Please note that these charts and the report do not include data also shared in PIF reports.

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. Between 2020 and 2024, a total of 18,596 loans were issued, averaging 3,719 loans per year. However, the impact of COVID-19 skewed these figures, and an upward trend has been observed in most subsequent years. (Each transaction represents a check-out or renewal of an item).
Our College Reserves or Textbook collection accounts for over 18% of that circulation. This is a direct result of prioritizing the purchasing of textbooks and required readings.

Skyline College Technology Loan Program: Skyline College offers a Technology Loan Program to support current students who need access to essential technology for their coursework. Eligible students can borrow a variety of equipment, including laptops, Chromebooks, Wi-Fi hotspots, iPads, and graphing calculators.
In Fall 2024, the library had 1,037 technology items available for loan. As of December 5, 2024, 78.88% of this inventory is checked out, reflecting high student demand.
Skyline College continues to invest in expanding this program to meet growing student needs and ensure academic success. In 2023-2024, the library requested and received $175,000 to update our Instructional Technology collection. This funding allowed us to enhance and expand our technology resources significantly. With this budget, we added laptops and Chromebooks to our collection, enabling us to retire some outdated devices. Additionally, other technology, such as calculators, chargers, iPads, and hotspots, continues to be actively used by students.

The updated technology has been heavily utilized by our patrons, demonstrating its value to the community. However, despite these improvements, our inventory remains limited due to the high demand. Technology accounts for approximately 64% of our total circulation, highlighting its importance in supporting the educational and technological needs of our users.

The print book and media circulation account for about 18% of our circulation. 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 surpasses 4,000,000 searches on a yearly basis. Peak The Library also builds and preserves the college's historical institutional resources by developing, maintaining and providing access to an archival collection of campus records that grew in volume by 30% from 2022 to 2024.

To ensure the collection remains relevant, we are actively weeding outdated materials and acquiring newer resources. The selection of print and digital materials is curriculum-driven, guided by faculty requests and librarian

assessments to support academic needs. Additionally, priority is given to acquiring materials that address social justice, equity, diversity, anti-racism, and sustainability, aligning with our college's mission, vision, values, and strategic goals.

The library provides exceptional support to the Skyline College community through a well-rounded collection of digital resources, including e-books, scholarly databases, and digital media that address the diverse needs of students and faculty. These resources have been instrumental in supporting curricular goals and enhancing teaching and learning experiences across disciplines. Building on this strong foundation, the library continues to assess emerging technologies and explore additional enhancements to ensure we remain responsive to the evolving needs of our community while maintaining the high level of access and support we currently provide.

In our efforts to expand streaming services, we are actively engaging with multiple vendors to evaluate the options that best meet the needs of our college community. Vendors such as Kanopy, Swank, and Films on Demand offer diverse collections that cater to academic programs and provide culturally responsive content. By diversifying our vendor partnerships, we aim to ensure the collection represents a wide spectrum of voices and perspectives, promoting inclusivity and critical thinking.

For example, Kanopy is a resource that replaces the need for individual faculty requests; faculty can access more than 10,000 videos on Kanopy at their convenience rather than needing to submit individual requests through the library, saving the institution countless hours and resources for acquisition. Altogether, the library provides access to more than 180,000 streaming films.

The integration of streaming digital content aligns closely with the college's mission to empower and transform a global community of learners. These resources foster accessibility, allowing students to engage with high-quality academic materials on demand, regardless of time or location. This flexibility is particularly critical for students balancing work, family, and academic responsibilities, as it supports equitable access to learning opportunities.

Furthermore, the inclusion of streaming media advances the college's strategic goals by embracing innovation and addressing the diverse needs of our student body. Streaming services provide opportunities for faculty to incorporate multimedia resources into their teaching, fostering active and engaging learning environments. As we continue to explore and implement these resources, we remain committed to supporting academic success, lifelong learning, and the holistic development of our students.

Library Programming and Events
*The data presented in the narrative below, along with additional data not included in the narrative, is also represented in charts available in the Library CPR Charts section of the Document Library. Please note that these charts and the report do not include data also shared in PIF reports.

Tied to Skyline College's mission, values, and goals 1, 3, and 4 of the Educational Master Plan, the Library continues to foster a more inclusive and globally aware student community through the library's programming efforts. By creating spaces that celebrate cultural diversity and social interconnectivity, we encourage students to engage with global issues and embrace a broader perspective. Over the last six years, funded by generous PIF grants we have hosted numerous programs that brought the campus community together in meaningful ways. For detailed information about the programs and events from 2019-2023, their impact on the college, and attendance figures, please refer to the attached Human Library and Library Outreach Programs PIF reports. (CDB to upload PIF reports)

In Fall 2024, the following programs enhanced our presence both on campus and within the community (attendance numbers provided where available):

Banned Books Week (25+)
Voter registration booth (16 new registered voters)
Global Stories, Local Voices (7 global storytellers and 11 visitors)
Film screening of Human Flow (10)
International Poetry Reading (40+)

Destress and Wellness Events (2019–2024)

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Over the past five years, the library has organized various de-stress and wellness events during midterm and finals weeks to support students' mental well-being. Below is a summary of these events and their average attendance:

Cupcake Decorating: Averaging 80+ attendees annually.
Therapy Dogs: Consistently the most popular, with an average attendance of 130+ each year.
Board Games, Puzzles, and Legos: Offered as a casual and interactive destressing option.
Paper Collage and Flower Making: Averaging 12+ attendees annually, catering to those who enjoy creative outlets.
Therapy Cat (2023): Attracted 80+ attendees in its debut year.
Therapy Peacock (2024): Drew significant interest with 130+ attendees.

Tailored Website and language
To enhance the Skyline College Library website, Skyline Library collaborated with MCPR and the library team to ensure the site is user-centric, accessible, and aligned with college branding. The library identified and prioritized the most frequently used icons through brainstorming sessions and usability testing to provide quick access to essential resources. The language and terms used across the site were carefully chosen based on user feedback to ensure clarity and understanding. For example, "Course Reserves" was changed to "Textbooks" because it was more familiar to students. Transparent workflows and iterative reviews guided the redesign process, creating a website that better serves students and faculty by streamlining navigation and improving access to key resources.

The redesign has led to a steady improvement in homepage engagement, with website views trending upward from 2021 to 2024. The following metrics showcase the annual homepage views:
2020: 43,195 views
2021: 28,600 views (a decline likely due to the pandemic)
2022: 41,182 views
2023: 40,678 views
2024: 47,209 views (a new high, reflecting the success of recent improvements)

The next steps include reviewing and updating linked side sites to maintain consistency and relevance and ensuring the entire library's digital presence meets evolving student and faculty needs.

Tailored Librarian Positions
Building on the creation of the Outreach and Equity Librarian position in 2017, the Library has, over the past six years, introduced new librarian roles to better meet the evolving needs of our diverse student body and advance equitable outcomes. This approach replaces the traditional, more general roles such as reference and instruction librarian or cataloging librarian. The Faculty Services Librarian role supports faculty in creating zero-textbook-cost courses to reduce educational costs, while the Digital Services Librarian ensures equitable access to resources and teaches digital literacy skills to prepare students for the 21st-century information landscape. Additionally, the Learning Communities and Student Experience Librarian expands student-facing workshops and strengthens the library's campus presence through partnerships with Learning Communities and student services.

Furniture & Art Corner
Skyline College Library has upgraded its space with new furniture and an expanded Art Corner, creating a more welcoming, functional, and inspiring environment for students. These improvements are designed to support studying, creativity, and community engagement.

The library classroom now features collaborative and adaptable furniture, making it easier to facilitate group learning and dynamic instruction.
Additionally, flexible furniture and open layouts in the lounge area make it easy to host student events, workshops, and social gatherings. These adaptable areas offer space for students to relax, work independently or collaboratively, and have helped build a stronger sense of campus community.

The Art Corner, funded by the Library Outreach Programs PIF grant, provides a dedicated space for artistic exploration and relaxation, fostering creativity, mindfulness, and self-expression. These enhancements have helped make Skyline College Library a vibrant hub for learning, creativity, and community.
Over the past six years, the Library has secured new display and exhibit furniture through the Library Outreach PIF grants, allowing it to create interactive, museum-like exhibits that provide students with engaging, hands-on

learning experiences. These additions have strengthened the Library's programming and fostered a more dynamic and immersive environment for our community.

Support during Covid
During the shelter-in-place period, the Library played a pivotal role in supporting online education and ensuring students had access to essential resources. Recognized as an essential unit, the Library adapted swiftly to meet the evolving needs of the campus community.

We significantly expanded our online and digital collections to provide remote access to academic materials. Our equipment loan program was enhanced to include hotspots, laptops, and Chromebooks, addressing the digital divide among students. Additionally, we revised our policies to allow traditionally in-library-use-only materials to be checked out for home use, ensuring equitable access to resources.

To accommodate health and safety guidelines, we implemented innovative solutions such as contactless pick-up and drop-off services for library materials and participated in Wi-Fi parking lots, allowing students to access reliable internet for their studies.

Our support for academic success extended to virtual research consultations and information literacy workshops integrated into Canvas, ensuring uninterrupted instruction and guidance for students. This proactive and student-centered approach underscored the Library's commitment to supporting education and fostering resilience during challenging times.

Librarian Pia Walawalkar contributed to the Global Learning Program by providing support for online resources and library e-resources tailored to the needs of international students. Additionally, she served on the subcommittee responsible for creating the orientation program for the GOL initiative.

2.B.   IMPACTS ON PROGRAM
Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.
EMP
The Library's efforts are shaped by both campus-wide and state-level changes, which influence our work and are, in turn, impacted by our initiatives. Guided by the strategic goals outlined in the College's Educational Master Plan for AY 2023/24–AY 2027/28, the Library actively aligns its priorities and actions to support institutional objectives, particularly Goals 1, 3, and 4.

In alignment with Goal 1—transforming into an antiracist and equitable institution—the Library has prioritized equitable collection development, curating resources that reflect diverse perspectives and experiences, with a particular emphasis on antiracism, social justice, and inclusion. These efforts are complemented by book displays and events that highlight these themes, such as our exhibits and programming for Black History Month, Latinx History Month, and other cultural observances. Additionally, initiatives like the Critical Global Citizenship Education Project and events addressing topics like environmental racism foster meaningful dialogue and promote a deeper understanding of systemic inequities.

Under Goal 4, which emphasizes cultivating civic-mindedness to empower individuals and strengthen society, the Library has hosted Voter Registration booths in collaboration with San Francisco Peninsula People Power (SFPPP) and programming that promotes civic engagement and global awareness. By creating spaces for dialogue on critical issues and encouraging students to participate in civic activities, we actively support the development of informed and engaged citizens.

Finally, in support of Goal 3, ensuring students have the resources needed to achieve their educational goals, the Library continues to expand access to academic resources and technology. From increased availability of digital collections to flexible loan policies, our initiatives aim to provide comprehensive support for student success.

AB928
The passage of AB 928, aimed at streamlining and aligning general education requirements across California's

community colleges, CSU, and UC systems, has significantly influenced our college's approach to the local degree requirement for information competency. While this legislation promotes statewide standardization to create clearer and more consistent transfer pathways, our college, in collaboration with sister colleges Cañada College and College of San Mateo, remains committed to ensuring students develop the critical information literacy (IL) skills essential for academic success and lifelong learning.

To uphold this commitment, the local information competency requirement will remain in place as we adopt a more integrated approach by embedding information literacy into courses across various disciplines. This strategy will provide students with practical, discipline-specific applications of IL concepts, ensuring its relevance and accessibility. An "IL" identifier will also be added to WebSchedule, enabling students to quickly identify courses that fulfill this requirement.

The transition to this integrated framework will involve thoughtful planning and district-wide collaboration, with an anticipated timeline of one year to finalize and implement these changes. Through this effort, we reaffirm our dedication to preparing students for academic achievement and lifelong success.

Grants (PIF)
Over the past six years, the Library has received multiple President's Innovation Fund (PIF) grants, including those for the Human Library, Outreach Programs, Critical Global Citizenship, and Digital Textbook initiatives. These grants aimed to bring the college community together, whether one-on-one or in larger groups, to engage in meaningful conversations around themes such as prejudice, citizenship, individual responsibility, global perspectives, empathy, and care for others and the planet. Additionally, the grants supported efforts to make digitized copies of textbooks available for controlled lending, improving access to educational resources. Details about these grants and their impact are provided in the attached PIF reports.

ZTC & OER
The Zero Textbook Cost (ZTC) initiative aligns with the college's strategic goals and state mandates (SB 1359, Education Code Section 78050-78052, and the California Community Colleges' ZTC initiatives), promoting equitable access to education by removing financial barriers for students.

Internal Factors Impacting the Program
-Student Equity & Success: By facilitating faculty adoption of Open Educational Resources (OER) and ZTC materials, students have access to course materials from day one, eliminating cost-related obstacles and improving retention and completion rates.
-Institutional Fiscal Responsibility: The transition to OER and library electronic resources reduces costs associated with commercial textbooks, redirecting savings to student success programs like the Promise Scholars Program and Free College initiatives.
-Workforce & Degree Pathways: ZTC degree and certificate programs support student progress while ensuring content is culturally responsive, inclusive, and adaptable to workforce needs.
-Faculty & Institutional Investment: Over $106,601.20 has been spent on faculty ZTC course development since the beginning of the initiative in 2019, yielding an estimated $265,672.90 in annual student savings. By 2025, the return on investment (ROI) for students and the institution is projected to reach 900%, ensuring long-term financial benefits.

External Factors Impacting the Program
-State & CCC Compliance: The ZTC initiative fulfills state mandates by ensuring course materials are accessible at zero cost, supporting statewide efforts to eliminate financial barriers in education.
-Collaboration & Knowledge Sharing: Faculty participation in OER adoption fosters interdisciplinary collaboration and open pedagogy, enhancing student engagement and knowledge creation.
-Funding Challenges: Despite proven financial benefits for students and the institution, local and district funding for ZTC has not been renewed, posing sustainability challenges for this cost-saving program.

The continued success of the ZTC initiative depends on securing ongoing funding, faculty engagement, and institutional commitment to maintaining equitable, cost-free course materials for students.

PCI/Civic mindedness (addressed in the section on EMP)

AI

With the increasing adoption of AI in education, accompanied by challenges such as plagiarism, hallucinated citations, and inherent biases on the internet, the Library has proactively addressed these issues. We hosted walk-in workshops to raise awareness about responsible AI use and integrated AI literacy into our information literacy course-embedded sessions, equipping students with the skills to critically evaluate AI-generated content.

Additionally, Librarian Pia Walawalkar, a member of the District Teaching and Learning Committee, contributed to the development of the committee's Guidance on Plagiarism and AI, which was recently approved by the District Academic Senate. This guidance provides faculty and students with essential tools to navigate the ethical and practical implications of AI in academic settings, reinforcing our commitment to fostering integrity and informed use of emerging technologies.

ACCESS

3.A.   DATA COLLECTION OVERVIEW
What program data about usage or access is relevant to your program, and why? How is it collected?
The Skyline College Library collects a variety of data to assess and improve program usage, access, and overall impact. Understanding how students, faculty, and community members interact with library services enables us to optimize resources, enhance accessibility, and align our offerings with institutional goals.

Relevant Data and Collection Methods:
Alma Analytics – Tracks physical and digital resource circulation, including textbook checkouts, instructional equipment usage, and database access statistics. This helps in identifying high-demand materials and making informed collection development decisions.

Surveys & Forms – Student and faculty surveys provide qualitative insights into user satisfaction, barriers to access, and service effectiveness. These are conducted periodically to collect feedback on library workshops, research assistance, and study spaces.

SpringShare – LibAnswers – Captures reference questions and research support interactions, offering insight into commonly requested resources and recurring challenges students face in finding academic materials.

Gate Counts – Measures physical foot traffic in the library to assess space utilization trends. This data helps in optimizing staffing, seating arrangements, and resource placement.

3.B.   USAGE TRENDS
Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.
Library Trends - CPR 2025
Please refer the charts to the CPR narrative

Point-of-Need Instruction Trends (2020-2024)

Number of Consultations/Inquiries (y-axis), Year (x-axis)

Legend:
- In-Person Consultations
- Online Chat Inquiries

Year	In-Person Consultations	Online Chat Inquiries
2020	800	600
2021	950	650
2022	1100	700
2023	1250	747
2024	1427	900
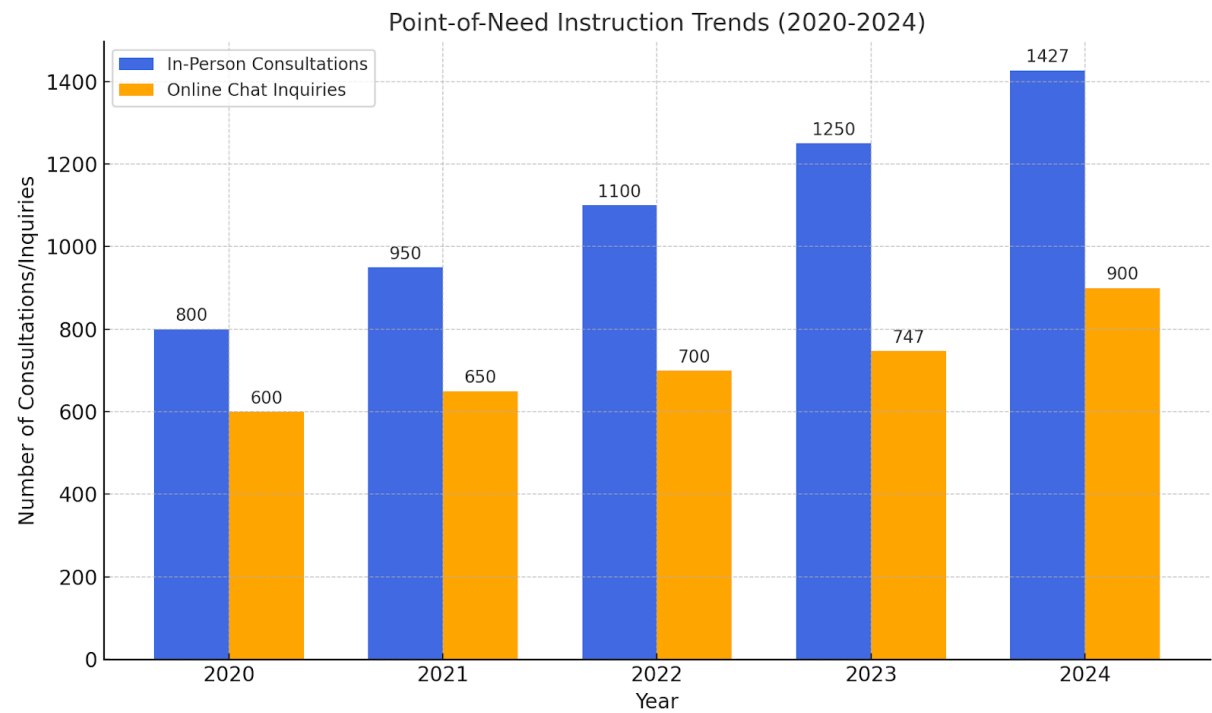
Library Circulation Breakdown (2020-2024)

- Print Books & Media: 12.7%
- Technology Loans: 45.1%
- Textbooks: 42.3%
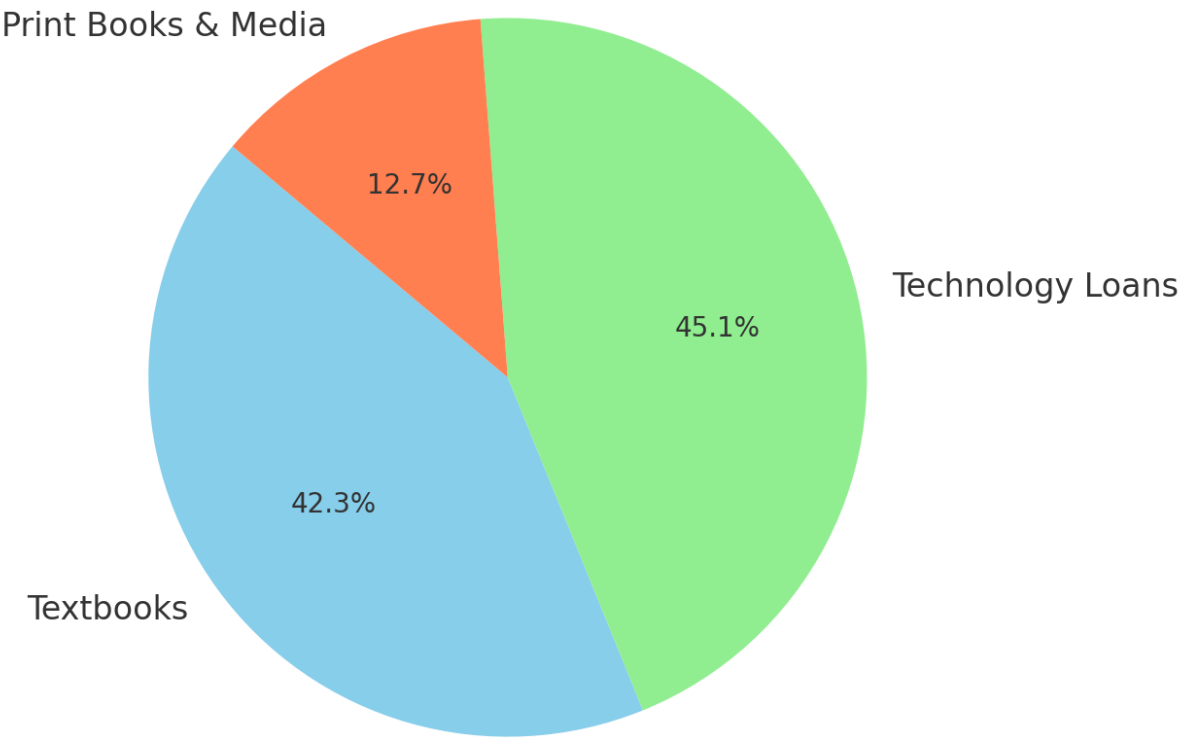
The physical resource circulation in the library from 2020 to 2024. Each category is represented by its share of the total loans.

Technology Loans Trends (2020-2024)
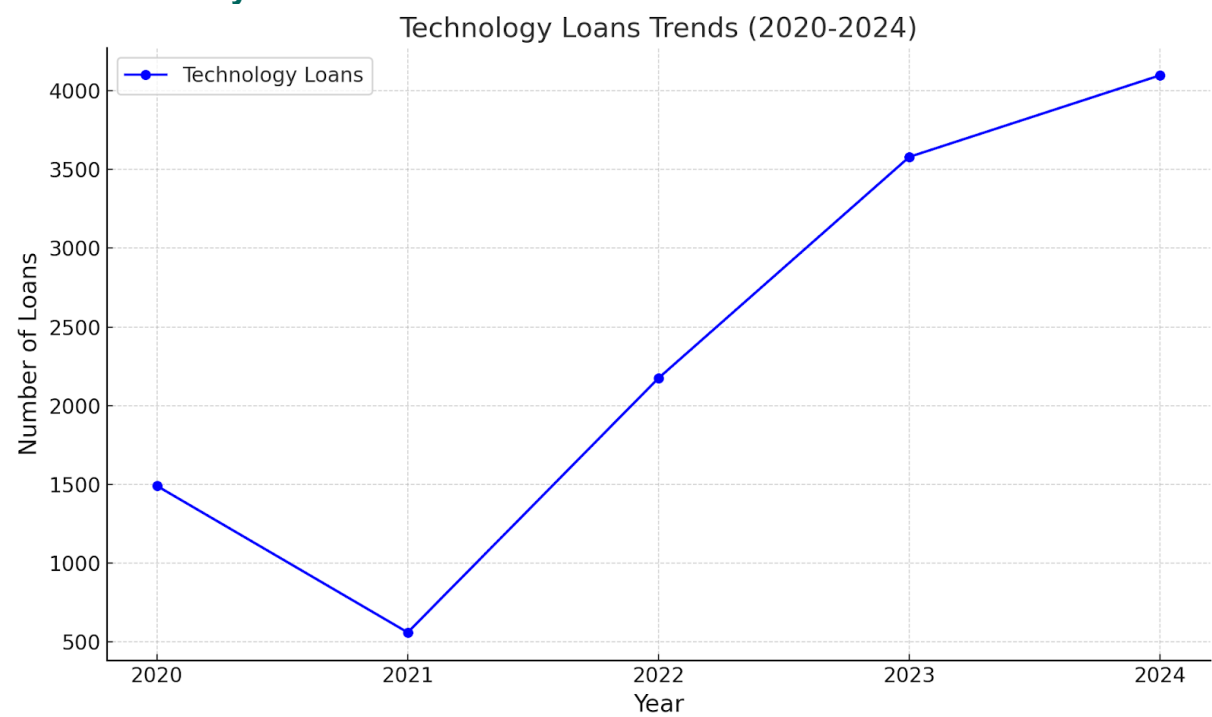
The trend of technology loans from 2020 to 2024. It highlights a steady increase in loans over the years, reflecting the growing demand.

Technology Loan Program Usage (Fall 2024)
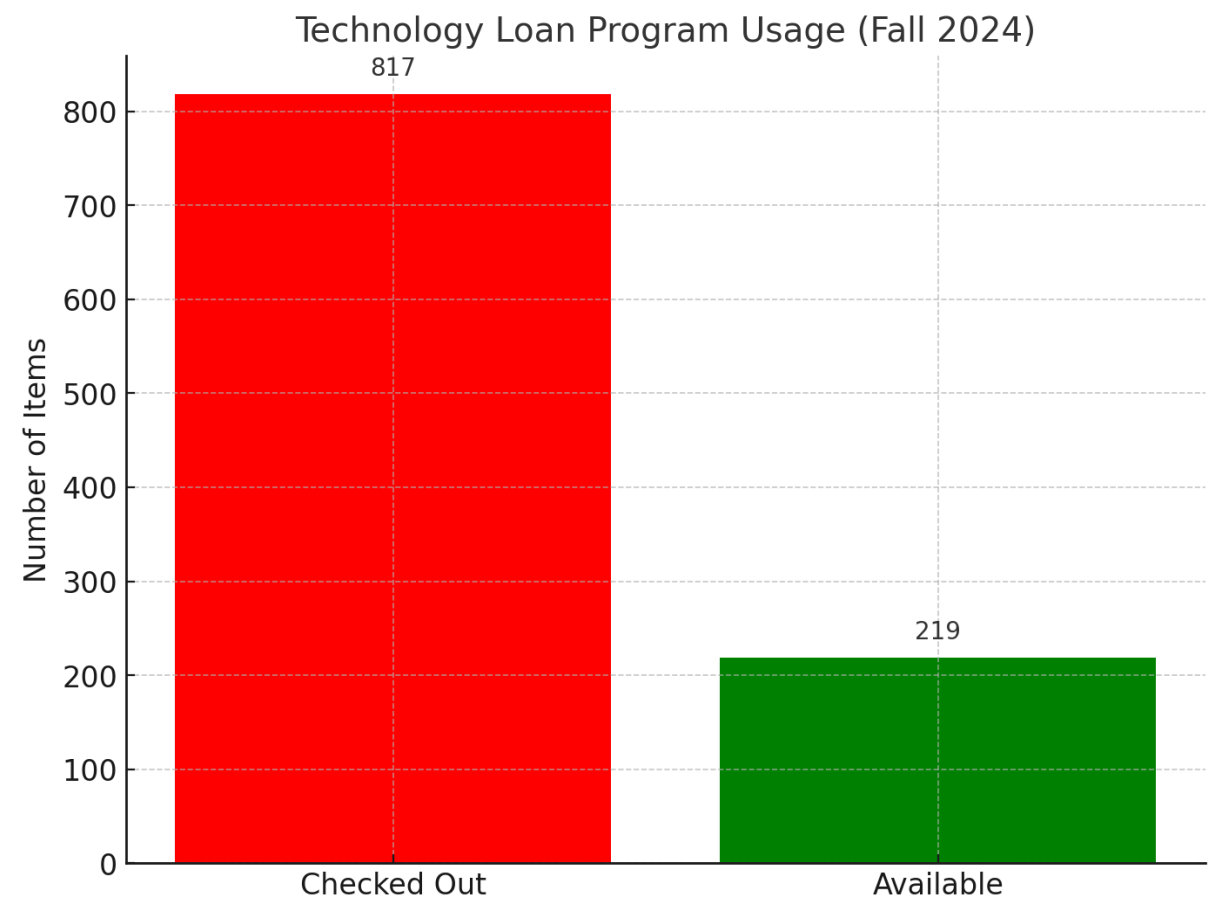
- A bar chart showing the number of checked-out vs. available technology loan items.

- 817 out of 1,037 devices (78.88%) are currently in use, demonstrating high student demand.

Textbook Loans (2020-2024)
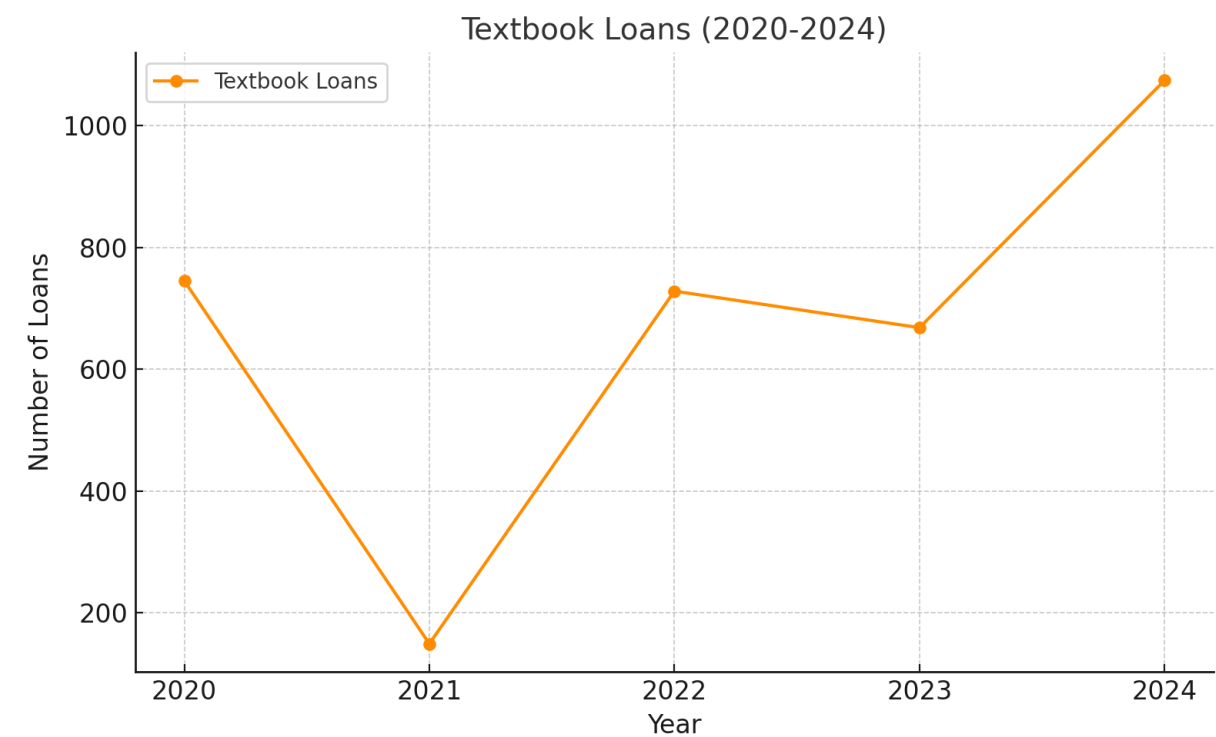
Textbook loans from 2020 to 2024. You can see the fluctuation over the years, with a noticeable dip in 2021 and a significant increase in 2024, potentially linked to the shift from 2-hour to 3-day loans.

Print Book and Media Loans (2020-2024)
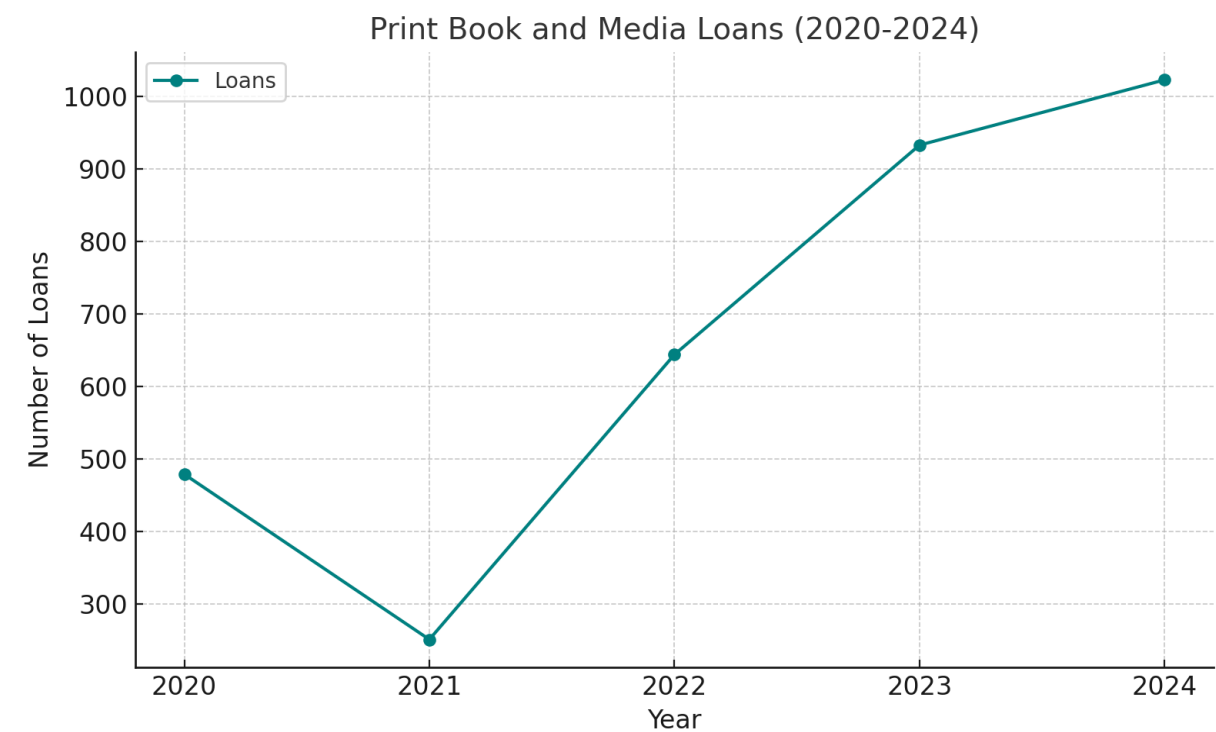
Here is the graph illustrating the trend of print book and media loans from 2020 to 2024. It illustrates the steady increase over the years, with a particularly significant jump in 2023 and 2024.

Annual Online Database Usage (2020-2024)
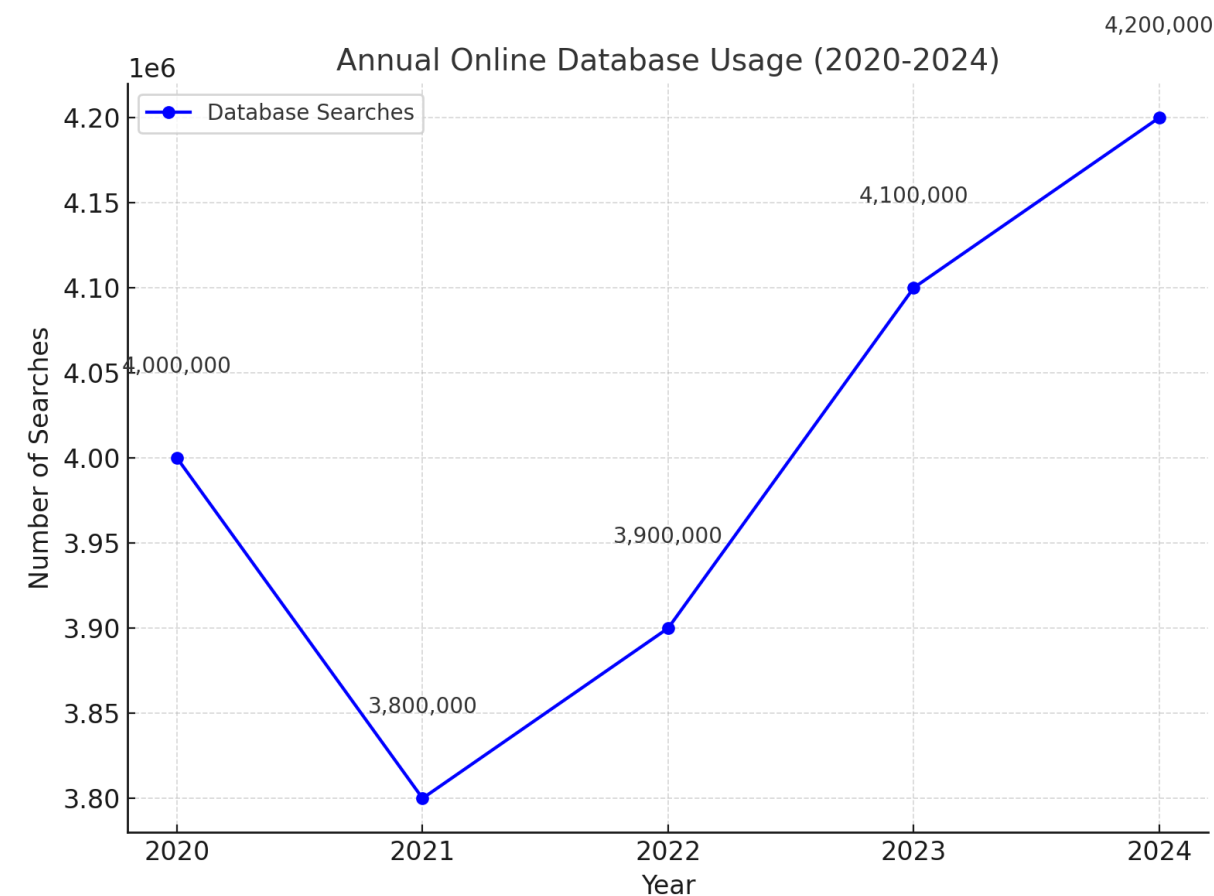
Annual Online Database Usage (2020-2024)
- A **line graph** showing the trend of **4,000,000+ yearly searches** in the library's online databases.

- There was a slight dip in **2021**, but usage has steadily increased, peaking in **2024** at **4.2 million searches**.

Fall 2024 Library Program Attendance

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De-Stress Event Attendance (2019-2024)

Skyline College Library Homepage Views (2020-2024)
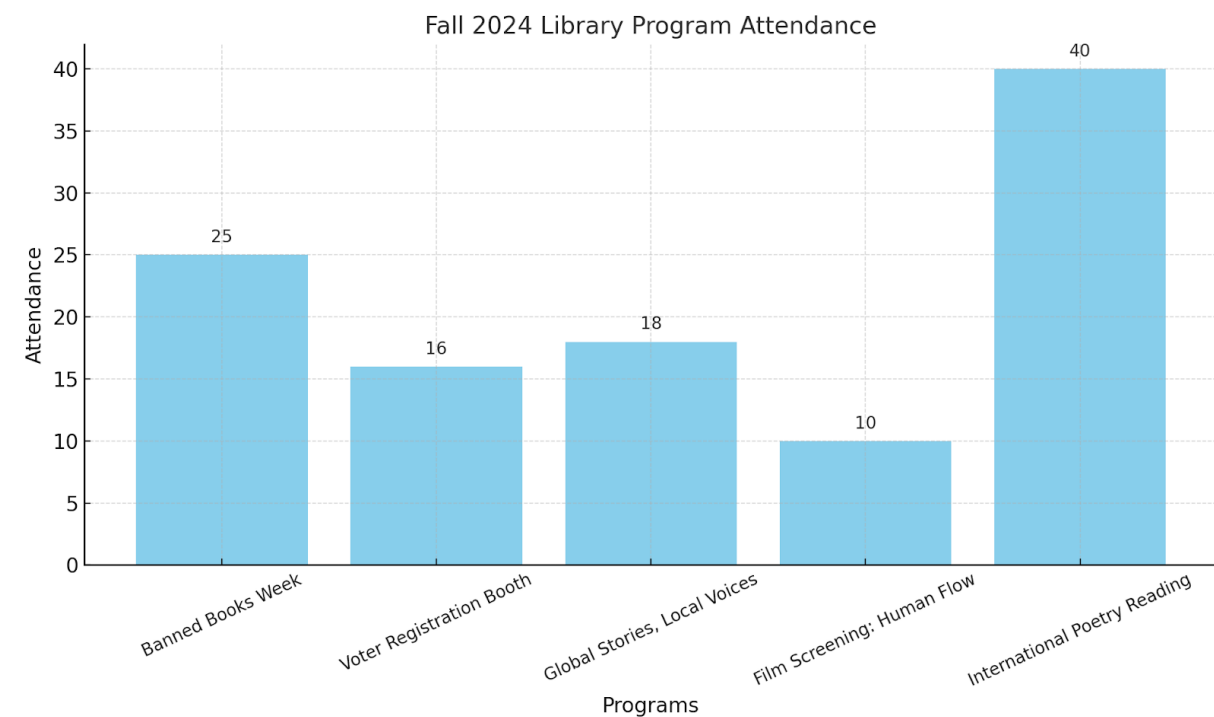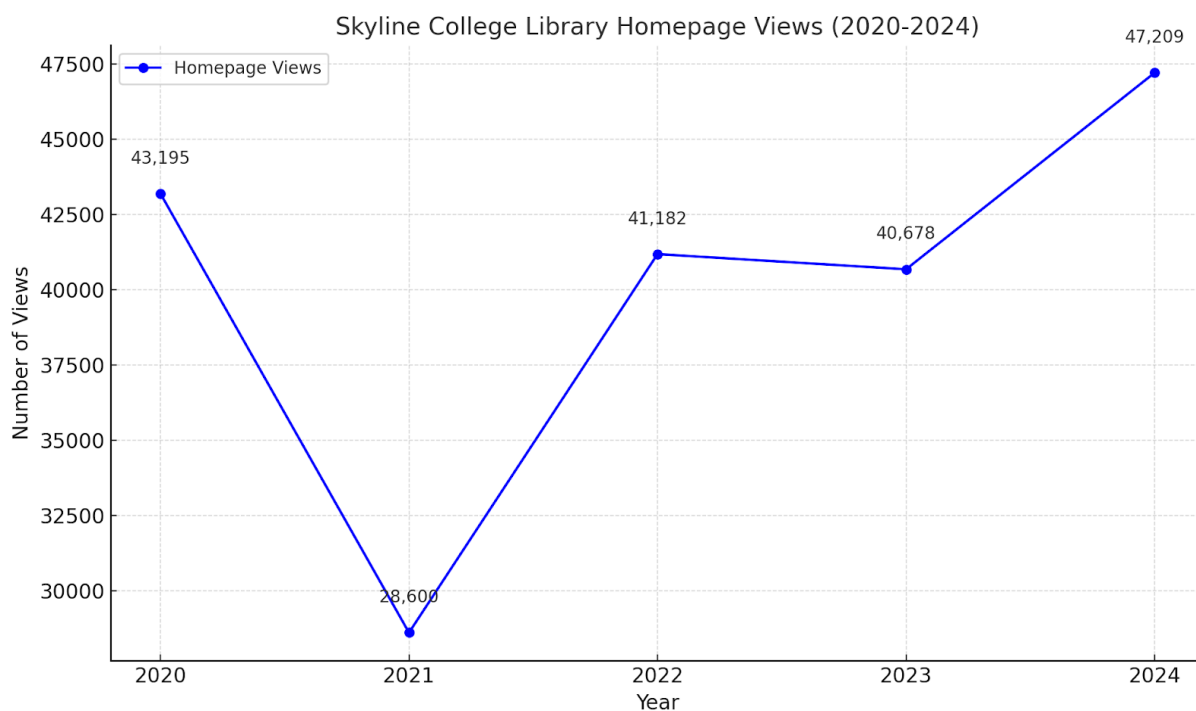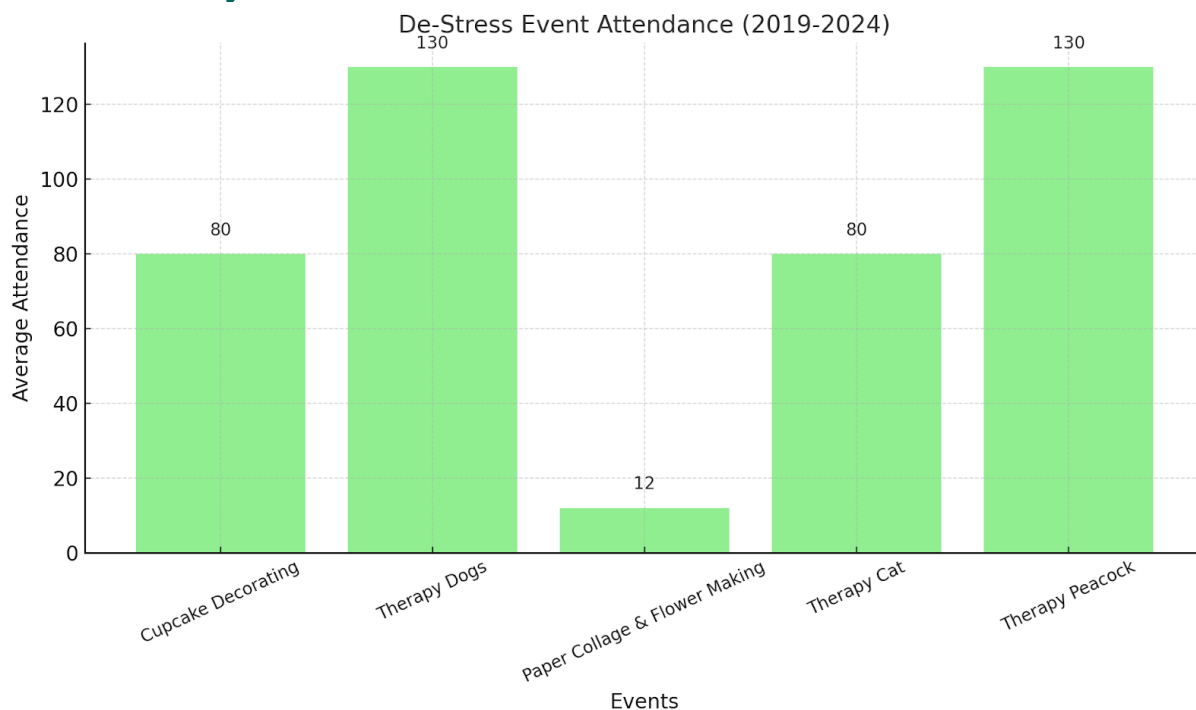
Supporting Documents
Library CPR Charts

3.C.   DISAGGREGATION OF PROGRAM PARTICIPANT DATA
Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.

The *Library Bill of Rights* emphasizes the importance of privacy as a core value in upholding intellectual freedom, ensuring that library users can explore information freely without fear of

judgment or surveillance. Its interpretation on privacy advises libraries to minimize the collection and retention of personally identifiable information to safeguard user confidentiality and promote trust. At Skyline College Library, this commitment to privacy informs our practices, including limiting data collection that could identify individual users. As a result, the library cannot collect detailed patron-specific data for the CPR process, as doing so would conflict with our responsibility to protect user privacy and maintain a secure environment for free inquiry.

The Skyline College Library does maintain limited patron data related to technology loans, collected through the loan agreements that students sign when borrowing devices. While we remain committed to protecting user privacy, this data allows us to responsibly track and report on technology lending in a way that supports student success and service improvement. The information below reflects this carefully managed and purpose-driven data collection.

Spring 2024 Demographic Data for Technology Loans compared to college -wide:

SP24 Total Enrollment			Tech Agreements		Calculator		Chromebook		Hotspot		Laptop	
American Indian/Alaska	12	0.12%	1	0.20%	0	0.00%	1	0.51%	0	0.00%	0	0.00%
Asian	2030	19.65%	119	24.29%	37	46.84%	32	16.41%	38	28.79%	21	30.00%
Black/African American	264	2.56%	15	3.06%	0	0.00%	9	4.62%	3	2.27%	4	5.71%
Filipino	1415	13.70%	65	13.27%	12	15.19%	24	12.31%	16	12.12%	7	10.00%
Hispanic/Latinx	3439	33.30%	190	38.78%	17	21.52%	87	44.62%	52	39.39%	20	28.57%
Multiraces	793	7.68%	27	5.51%	2	2.53%	14	7.18%	8	6.06%	6	8.57%
Pacific Islander	124	1.20%	7	1.43%	1	1.27%	5	2.56%	2	1.52%	1	1.43%
Unknown	253	2.45%	11	2.24%	3	3.80%	2	1.03%	3	2.27%	0	0.00%
White	1999	19.35%	55	11.22%	7	8.86%	21	10.77%	10	7.58%	11	15.71%
Female	5360	51.89%	260	53.06%	45	56.96%	98	50.26%	78	59.09%	32	45.71%
Male	4645	44.97%	218	44.49%	31	39.24%	92	47.18%	51	38.64%	35	50.00%
Unreported	324	3.14%	12	2.45%	3	3.80%	5	2.56%	3	2.27%	3	4.29%
Under 18	2966	28.72%	10	2.04%	4	5.06%	0	0.00%	1	0.76%	3	4.29%
18-22	4030	39.02%	285	58.16%	50	63.29%	119	61.03%	60	45.45%	40	57.14%
23-28	1337	12.94%	68	13.88%	15	18.99%	28	14.36%	25	18.94%	9	12.86%
29-39	1076	10.42%	61	12.45%	8	10.13%	25	12.82%	21	15.91%	5	7.14%
40-49	446	4.32%	36	7.35%	2	2.53%	12	6.15%	11	8.33%	7	10.00%
50-59	280	2.71%	21	4.29%	0	0.00%	9	4.62%	9	6.82%	5	7.14%
60+	193	1.87%	9	1.84%	0	0.00%	2	1.03%	5	3.79%	1	1.43%
Totals	10329		490	4.74%	79	16.12%	195	39.80%	132	26.94%	70	14.29%

Fall 2024 Demographic Data for Technology Loans compared to college-wide:

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FA23 Total Enrollment (FA24 Data Currently		Tech Agreements		Calculator		Chromebook		Hotspot		iPad		Laptop	
American Indian/Alaska	12	0.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	1698	17.79%	104	21.05%	27	33.75%	24	12.44%	37	21.14%	25	55.56%	29	18.13%
Black/African American	257	2.69%	13	2.63%	1	1.25%	6	3.11%	3	1.71%	1	2.22%	5	3.13%
Filipino	1372	14.38%	71	14.37%	11	13.75%	22	11.40%	24	13.71%	4	8.89%	30	18.75%
Hispanic/Latinx	3398	35.60%	212	42.91%	26	32.50%	105	54.40%	78	44.57%	13	28.89%	63	39.38%
Multiraces	715	7.49%	34	6.88%	3	3.75%	16	8.29%	10	5.71%	0	0.00%	14	8.75%
Pacific Islander	126	1.32%	3	0.61%	2	2.50%	0	0.00%	2	1.14%	0	0.00%	1	0.63%
Unknown	253	2.65%	10	2.02%	0	0.00%	2	1.04%	4	2.29%	0	0.00%	5	3.13%
White	1713	17.95%	47	9.51%	10	12.50%	18	9.33%	17	9.71%	2	4.44%	13	8.13%
Female	4959	51.96%	248	50.20%	42	52.50%	88	45.60%	100	57.14%	28	62.22%	81	50.63%
Male	4292	44.97%	230	46.56%	37	46.25%	100	51.81%	69	39.43%	17	37.78%	71	44.38%
Unreported	293	3.07%	16	3.24%	1	1.25%	5	2.59%	6	3.43%	0	0.00%	8	5.00%
Under 18	2037	21.34%	10	2.02%	5	6.25%	1	0.52%	1	0.57%	0	0.00%	4	2.50%
18-22	4109	43.05%	313	63.36%	58	72.50%	138	71.50%	73	41.71%	26	57.78%	96	60.00%
23-28	1423	14.91%	63	12.75%	10	12.50%	21	10.88%	24	13.71%	11	24.44%	19	11.88%
29-39	1075	11.26%	53	10.73%	4	5.00%	20	10.36%	36	20.57%	3	6.67%	18	11.25%
40-49	464	4.86%	38	7.69%	2	2.50%	7	3.63%	27	15.43%	3	6.67%	18	11.25%
50-59	267	2.80%	12	2.43%	0	0.00%	5	2.59%	10	5.71%	1	2.22%	3	1.88%
60+	169	1.77%	5	1.01%	1	1.25%	1	0.52%	4	2.29%	1	2.22%	2	1.25%
Totals	9544		494	5.18%	80	16.19%	193	39.07%	175	35.43%	45	9.11%	160	32.39%

3.D. EQUITABLE ACCESS TO THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i.   What usage trends do you observe, and what may account for these trends?

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The library saw an increase in total technology loans between the Spring and Fall 2024 semesters:

- **Spring 2024:** 476 loans

- **Fall 2024:** 653 loans

Calculator and Chromebook loans remained steady, while demand for hotspots increased by 9% and laptops by 18%. Additionally, we began loaning iPads to the general student population. Between semesters, we expanded our technology inventory, allowing us to loan laptops to a broader range of students. While we typically limit laptop loans to classes that require them, the increased inventory enabled us to expand the list of eligible courses.

Technology loan demographics generally align with Skyline's overall enrollment data, with a few exceptions:

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- While 21% of enrollees are under 18, they account for only 2% of technology loans. This is likely because Middle College students receive devices directly from their program.

- Students aged 18–22 make up 43% of enrollees but account for 60% of technology loans.

- All other demographic groups show technology loan rates within a few percentage points of their enrollment share.

Spring 2024 Demographic Data for Technology Loans:

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American Indian/Alaska	12	0.12%	1	0.20%	0	0.00%	1	0.51%	0	0.00%	0	0.00%
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Filipino	1415	13.70%	65	13.27%	12	15.19%	24	12.31%	16	12.12%	7	10.00%
Hispanic/Latinx	3439	33.30%	190	38.78%	17	21.52%	87	44.62%	52	39.39%	20	28.57%
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Pacific Islander	124	1.20%	7	1.43%	1	1.27%	5	2.56%	2	1.52%	1	1.43%
Unknown	253	2.45%	11	2.24%	3	3.80%	2	1.03%	3	2.27%	0	0.00%
White	1999	19.35%	55	11.22%	7	8.86%	21	10.77%	10	7.58%	11	15.71%
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Totals	10329		490	4.74%	79	16.12%	195	39.80%	132	26.94%	70	14.29%

Fall 2024 Demographic Data for Technology Loans:

SKY SS - Library

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American Indian/Alaska	12	0.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	1698	17.79%	104	21.05%	27	33.75%	24	12.44%	37	21.14%	25	55.56%	29	18.13%
Black/African American	257	2.69%	13	2.63%	1	1.25%	6	3.11%	3	1.71%	1	2.22%	5	3.13%
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Female	4959	51.96%	248	50.20%	42	52.50%	88	45.60%	100	57.14%	28	62.22%	81	50.63%
Male	4292	44.97%	230	46.56%	37	46.25%	100	51.81%	69	39.43%	17	37.78%	71	44.38%
Unreported	293	3.07%	16	3.24%	1	1.25%	5	2.59%	6	3.43%	0	0.00%	8	5.00%
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Totals	9544		494	5.18%	80	16.19%	193	39.07%	175	35.43%	45	9.11%	160	32.39%

ii.   **How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?**

Technology loan demographics generally align with Skyline's overall enrollment data, with a few exceptions:

- While 21% of enrollees are under 18, they account for only 2% of technology loans. This is likely because Middle College students receive devices directly from their program.

- Students aged 18–22 make up 43% of enrollees but account for 60% of technology loans.

- All other demographic groups show technology loan rates within a few percentage points of their enrollment share.

Spring 2024 Demographic Data for Technology Loans:

SKY SS - Library

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Pacific Islander	124	1.20%	7	1.43%	1	1.27%	5	2.56%	2	1.52%	1	1.43%
Unknown	253	2.45%	11	2.24%	3	3.80%	2	1.03%	3	2.27%	0	0.00%
White	1999	19.35%	55	11.22%	7	8.86%	21	10.77%	10	7.58%	11	15.71%
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Totals	10329		490	4.74%	79	16.12%	195	39.80%	132	26.94%	70	14.29%

Fall 2024 Demographic Data for Technology Loans:

FA23 Total Enrollment (FA24 Data Currently			Tech Agreements		Calculator		Chromebook		Hotspot		iPad		Laptop	
American Indian/Alaska	12	0.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	1698	17.79%	104	21.05%	27	33.75%	24	12.44%	37	21.14%	25	55.56%	29	18.13%
Black/African American	257	2.69%	13	2.63%	1	1.25%	6	3.11%	3	1.71%	1	2.22%	5	3.13%
Filipino	1372	14.38%	71	14.37%	11	13.75%	22	11.40%	24	13.71%	4	8.89%	30	18.75%
Hispanic/Latinx	3398	35.60%	212	42.91%	26	32.50%	105	54.40%	78	44.57%	13	28.89%	63	39.38%
Multiraces	715	7.49%	34	6.88%	3	3.75%	16	8.29%	10	5.71%	0	0.00%	14	8.75%
Pacific Islander	126	1.32%	3	0.61%	2	2.50%	0	0.00%	2	1.14%	0	0.00%	1	0.63%
Unknown	253	2.65%	10	2.02%	0	0.00%	2	1.04%	4	2.29%	0	0.00%	5	3.13%
White	1713	17.95%	47	9.51%	10	12.50%	18	9.33%	17	9.71%	2	4.44%	13	8.13%
Female	4959	51.96%	248	50.20%	42	52.50%	88	45.60%	100	57.14%	28	62.22%	81	50.63%
Male	4292	44.97%	230	46.56%	37	46.25%	100	51.81%	69	39.43%	17	37.78%	71	44.38%
Unreported	293	3.07%	16	3.24%	1	1.25%	5	2.59%	6	3.43%	0	0.00%	8	5.00%
Under 18	2037	21.34%	10	2.02%	5	6.25%	1	0.52%	1	0.57%	0	0.00%	4	2.50%
18-22	4109	43.05%	313	63.36%	58	72.50%	138	71.50%	73	41.71%	26	57.78%	96	60.00%
23-28	1423	14.91%	63	12.75%	10	12.50%	21	10.88%	24	13.71%	11	24.44%	19	11.88%
29-39	1075	11.26%	53	10.73%	4	5.00%	20	10.36%	36	20.57%	3	6.67%	18	11.25%
40-49	464	4.86%	38	7.69%	2	2.50%	7	3.63%	27	15.43%	3	6.67%	18	11.25%
50-59	267	2.80%	12	2.43%	0	0.00%	5	2.59%	10	5.71%	1	2.22%	3	1.88%
60+	169	1.77%	5	1.01%	1	1.25%	1	0.52%	4	2.29%	1	2.22%	2	1.25%
Totals	9544		494	5.18%	80	16.19%	193	39.07%	175	35.43%	45	9.11%	160	32.39%

iii. What are the implications for how you will provide services and conduct outreach for your program?
With the addition of a Student Experience and Learning Communities Librarian, the technology loan program can further enhance equitable access and targeted outreach to students who are disproportionately impacted. The librarian's role will be crucial in addressing barriers to technology access and ensuring that students from diverse backgrounds, particularly those engaged in learning communities, have the resources they need to succeed.

Key implications for service provision and outreach:

Targeted Outreach to Disproportionately Impacted Students
The librarian can collaborate with learning communities such as Puente, Umoja, First Year Experience (FYE), and TRiO to identify students who may not be aware of or have access to technology loans. Partnering with faculty and support services in Equity and Student Success programs to proactively offer technology loans to students who need them.

Expanded Access and Awareness
Given the increase in total technology loans (+37% from Spring to Fall 2024), continued expansion and promotion

of available devices (Chromebooks, iPads, hotspots, and laptops) will be crucial. Hosting technology orientation sessions during learning community events or class visits to explain the loan process and available resources.

Addressing Usage Disparities
Younger students (under 18) make up 21% of enrollees but only account for 2% of technology loans. While Middle College students receive devices from their program, additional outreach can ensure dual enrollment and early college students know their options. Since 18–22-year-olds make up 60% of borrowers, outreach should continue to focus on first-time college students who may lack personal access to technology.

Enhancing Support Services
With an increase in hotspot (9%) and laptop (18%) loans, ensuring sufficient inventory and technical support is necessary to meet growing demand.
The librarian can integrate digital literacy workshops into learning communities to ensure students are comfortable using loaned devices for coursework.

Data-Informed Adjustments
-Regularly reviewing loan usage trends and student feedback to adapt technology resources based on demand.
-Expanding iPad loans based on observed needs and evaluating their impact on student success.

By embedding the Student Experience and Learning Communities Librarian within outreach efforts, the library will strengthen its role in fostering digital equity and ensuring that disproportionately impacted students have the tools needed to thrive academically.

EFFECTIVENESS

4.A.   PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)
i.   How frequently were PSLOs assessed for the last five years?

The revised information literacy ISLO was assessed over the past three academic years (2022-2023, 2023-2024, and 2024-2025).

ii.   What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

- Since the revision of our Information Literacy ISLO competencies in 2022, we have assessed student achievement across multiple courses over the past three academic years (2022-2023, 2023-2024, and 2024-2025). The criteria for meeting the ISLO requirement was set at 80% of students achieving a score of "exceeding," "meeting," or "progressing." Generally, we have met the criteria and continue to work closely with faculty to integrate the teaching and assessment of Information Literacy ISLOs through course-embedded assignments. Competency Assessments Evaluating Sources

- 2022-2023: 94% of students met the ISLO in PHYS 114, SPAN 110. (Criteria met)

- 2023-2024: 93% of students met the ISLO in ART 110, ART 430, ECE 201 CH, ECE 201 OLH, MUS 250. (Criteria met)

- 2024-2025: 73% of students met the ISLO in ART 101, DANC 100, ECE 201. (Criteria not met)

- Ethical Use of Information

- 2022-2023: 78% of students met the ISLO in DANC 100. (Criteria not met)

- 2023-2024: 83% of students met the ISLO in ART 101, MUS 250, PHYS 220. (Criteria met)

- 2024-2025: 95% of students met the ISLO in ART 100, DANC 100. (Criteria met)

- Informed Choices

- 2022-2023: 92% of students met the ISLO in PSYC 105. (Criteria met)

- 2023-2024: 86% of students met the ISLO in ANTH 123, ART 101, ASTR 100, MUS 250, PHYS 114, PHYS 220, SPAN 110. (Criteria met)

- 2024-2025: 80% of students met the ISLO in ART 101, ASTR 101. (Criteria met)

- Research Strategies

- 2022-2023: 75% of students met the ISLO in PHYS 114. (Criteria not met)

- 2023-2024: 90% of students met the ISLO in ART 101, ASTR 100, MUS 250, PHYS 114, PHYS 220. (Criteria met)

- 2024-2025: 83% of students met the ISLO in ART 101. (Criteria met)

- Diverse Voices

- 2023-2024: 92% of students met the ISLO in ECE 225, MUS 250. (Criteria met)

- Scholarly Identity

- 2022-2023: 82% of students met the ISLO in DANC 100. (Criteria met)

- 2023-2024: 96% of students met the ISLO in ART 110, ART 430, ECE 201 CH, ECE 201 OLH, MUS 250. (Criteria met)

- 2024-2025: 91% of students met the ISLO in ART 101, DANC 100, ECE 210. (Criteria met)

- Conclusion and Ongoing Efforts The data demonstrates consistent achievement in meeting the ISLO criteria across most competencies, with minor exceptions where targeted improvements are necessary. The integration of Information Literacy ISLOs into a variety of courses has been successful, and we continue to collaborate with faculty to enhance instruction and assessment methods. Our focus remains on ensuring students develop strong information literacy skills through embedded assignments and reflective practices. Future efforts will aim to address areas where criteria were not met, particularly in Evaluating Sources (2024-2025) and Research Strategies (2022-2023).

- The library does not yet have disaggregated data for this CPR. However, this information will be available for the next CPR, as CRNs have now been incorporated into the information literacy intake data, allowing for more detailed analysis and reporting.

-

iii.   Are the PSLOs still relevant to your program? If not, what changes might be made?
The Library offers a wide range of programs and services that align with four of the five Institutional Student Learning Outcomes (ISLOs): Information Literacy, Community Engagement, Critical and Creative Thinking, and Lifelong Wellness. While the Information Literacy ISLO has traditionally been used to assess the Library's Program Student Learning Outcome (PSLO), this approach does not fully capture the breadth and depth of the Library's impact across these diverse areas.

To address this, we propose the development of a new set of PSLOs that better reflect the Library's contributions beyond information literacy. These additional PSLOs would complement the existing assessment of the Information Literacy ISLO, which will continue to be conducted according to the established assessment cycle. This expanded approach ensures a more comprehensive evaluation of how the Library supports student engagement, critical

thinking, lifelong learning, and overall wellness, while maintaining alignment with the College's broader educational goals.

Suggested PSLOs:

Information Literacy and Critical Thinking
Students will effectively locate, evaluate, and ethically use diverse information sources, developing critical thinking and skills for scholarly growth.

Equity and Access
Students will have equitable access to OER, ZTC materials, and technology, reducing barriers and fostering academic success.

Community, Connection, and Global Citizenship
Students will engage in library programming that promotes cultural awareness, civic-mindedness, interdisciplinary dialogue, and a sense of belonging.

Wellness, Resilience, and Scholar Identity
Students will utilize library resources to support their mental health, emotional well-being, resilience, and development of a strong scholar identity.

We will measure the PSLOs collectively through data already collected, including resource checkouts, participant attendance, and information literacy outcomes. Additionally, we will utilize student and faculty surveys to gather feedback on access, engagement, and support provided by the library.

iv. Please check the boxes to indicate that the following tasks have been completed.
Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness
Yes

Updated the Improvement Platform with new and/or changed PSLOs after approval by the appropriate person(s).
Yes

Updated the program website with new and/or changed PSLOs after approval by the appropriate person(s)
Yes

4.B.   ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS
i.   Briefly describe and upload additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.
Skyline College Annual Library Survey 2023-2024

4.C. STUDENT FEEDBACK

If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.

How Students Used Skyline College Library
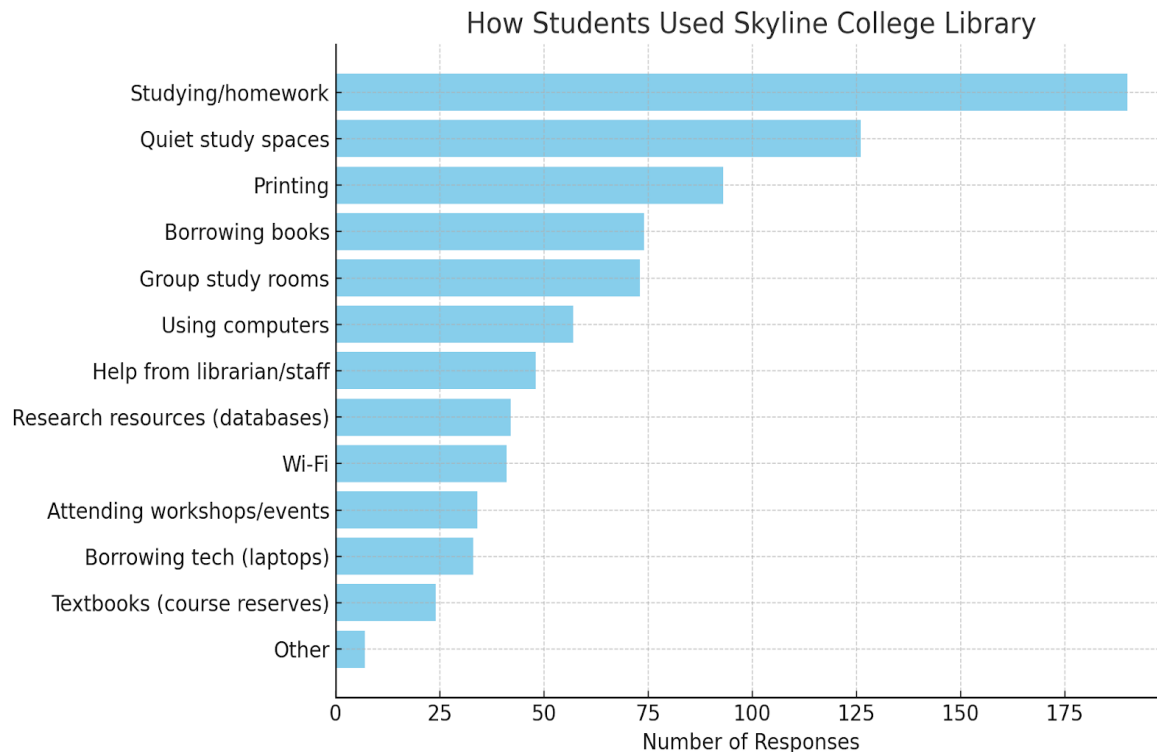
Summary of Comprehensive Findings from the Student Voice Survey

As part of our comprehensive program review, we conducted the Spring 2025 Skyline College Library Student Voice Survey to gather feedback on how we can continue to improve our resources and services. Of the 6,637 students invited, 905 responded—yielding a strong 13.6% response rate and a rich set of insights.

The results confirm that students continue to engage with the library in meaningful ways. Over 58% reported visiting the library on weekdays, with 34% accessing it weekly and another 23% monthly. Studying and doing homework was the most common use, selected by over 580 students, followed by use of quiet study spaces (382), printing services (289), book borrowing (222), and group study rooms (227). These findings reaffirm the library's essential role as a place for focused academic work and collaboration.

Students also reported engaging with staff and services in important ways. Over 246 students said they learned to use library tools by asking a librarian, and 288 learned from faculty, while nearly 27% rated the library's support as helping them grow "a great deal" in key academic skills like research, critical thinking, and citing sources. Technology lending—including laptops, hotspots, and calculators—also continues to be a vital service. In the past two years, we've expanded our collection of Chromebooks, scientific calculators, and Wi-Fi hotspots to meet this growing need.

Overall, students rated the library experience positively. More than 85% agreed or strongly agreed that the library offers a comfortable and quiet place to study, and 86% said they feel safe in the space. Library staff were frequently praised for their helpfulness, with 70% rating research assistance as "helpful" or "very helpful." Still, feedback on website usability and off-campus access to databases suggests that some areas need more clarity and support—about 12% of students indicated they've never used the catalog or databases. Open-ended responses mirrored the positivity in the scaled questions, with approximately 40% of respondents offering no suggestions for improvement, instead affirming the library's value, staff kindness, and usefulness. For those who did suggest changes, the most common request (from about 13% of students) was for extended hours, particularly evenings, weekends, and during finals. Another 10% asked for enhancements to the study environment, such as more group and private study rooms, better lighting, and improved ventilation. 9% highlighted the need for more tech access and printing services, while 8% requested improvements to our online navigation and recommended tools like LibGuides or video tutorials. Seven

percent of students emphasized increasing awareness through more outreach—such as classroom visits, flyers, and email communications.

Taken together, these results demonstrate that we are meeting many student needs while identifying key areas for growth. As we look ahead, we will consider expanding hours during high-demand periods, continuing to invest in technology lending, updating physical and online spaces, and growing our outreach efforts to make library resources more visible and accessible.

Supporting Documents

SKY_Library_Feedback_Survey_2025_Export.pdf

4.D.   COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES

Identify cohorts and upload reports on the relevant success metrics for the program.   Provide analysis of the data. Specific questions to answer in your response:

i.   What have you learned from reviewing the cohort retention, success, and/or persistence data?

N/A

ii.   How do the cohorts' results compare to the overall College's results?

N/A

iii.   What factors may be contributing to these outcomes?

N/A

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A.   CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Concerns and Challenges:

1. Institutionalizing Library Programming

Sustained Faculty Collaboration: Encouraging faculty to integrate reflective assignments and participate in library programming will be challenging due to their workload and competing priorities.

Student Engagement & Attendance: Ensuring consistent student participation in library events, especially when attendance is not tied to coursework is difficult.

Assessment & Impact Measurement: Collecting qualitative and quantitative data on programming impact requires sustained effort and does not always provide clear insights into long-term effectiveness.

Budget Limitations: Securing ongoing funding for speakers, events, and materials may be challenging, particularly if institutional priorities shift.

2. Developing a Data-Informed Planning Process

Data Collection & Analysis Capacity: Managing and analyzing large amounts of data requires time and expertise, which places additional strain on library staff.

Faculty Participation in Surveys & ISLO Assessment: Encouraging faculty to regularly use Canvas for ISLO assessment and provide feedback on library services may be met with resistance or low participation.

Data Gaps & Interpretation Challenges: Usage statistics and survey responses do not fully capture the needs and experiences of all students, especially those who are not actively engaging with library services.

Technological Limitations: Access to advanced analytics tools (e.g., EZproxy) requires funding and technical expertise for proper implementation and use.

3. Enhancing Digital Resources and Learning Technologies

SKY SS - Library

Budget Constraints for Digital Resources: Maintaining and expanding digital resources requires ongoing financial investment, and rising costs may outpace budget increases.

Student & Faculty Awareness: Ensuring faculty and students are aware of and utilize new digital resources effectively requires continuous outreach and training.

Equity & Accessibility Issues: Some students may lack reliable internet access or familiarity with digital tools, limiting their ability to fully engage with online resources.

Vendor Dependence & Licensing Restrictions: Reliance on third-party database providers and licensing agreements may limit flexibility and long-term affordability.

4. Institutional Recognition & Support
Exclusion from Key Institutional Plans: Despite playing a crucial role in closing equity gaps, fostering civic-mindedness, promoting democracy, and offering programming aligned with the college's mission and the chancellor's priorities, the library is often left out of student equity plans, climate surveys, and conversations around student success.

Impact on Campus Perception: Being left out of institutional planning and discussions affects the library's reputation on campus, leading to underutilization of its services and resources.

Budget Allocation Challenges: The lack of formal recognition in college and district values, mission statements, and strategic plans makes it harder to advocate for sustained funding and institutional support.

Action Plan:

Goal #1: Institutionalize Library Programming

Desired Impact: Foster an inclusive and globally aware student community by celebrating cultural diversity, globalism, and social interconnectivity through library programming. Aligns with Skyline College's Educational Master Plan goals 1, 3, and 4.

Measurement Metrics:
-Event attendance and participation (sign-in sheets, staff counts)
-Surveys and feedback forms
-Student reflections tied to events via course integration
-Collaboration with campus departments (track participation)
-Conversations with regular participants to gather qualitative insights
-Implementation Steps and Timeline:
-Surveys: Develop and distribute event surveys to assess student engagement and learning (timeline: ongoing).
-Faculty Collaboration: Integrate reflective assignments into course curricula, tying events to learning outcomes (timeline: ongoing).
-Attendance Tracking: Use sign-in sheets and digital tools to monitor participation at every event (timeline: ongoing).
-Student Reflections: Collect course-integrated reflections and discussion posts (timeline: after events, as applicable).
-Focus Groups/Interviews: Conduct focus groups or interviews with students and faculty to understand the library's impact (timeline: annually, in Spring).

Resource Requests:
Budget Allocation: Annual funding to sustain programming, covering guest speakers/artists, faculty collaboration pay, student assistants, logistics, promotional materials, refreshments, and multimedia resources.

Goal #2: Develop a Data-Informed Planning Process

Desired Impact: Ensure library services are data-driven and align with evolving user needs by collecting and analyzing comprehensive usage data, faculty input, and student feedback. This improves satisfaction and

anticipates future needs.

Measurement Metrics:
-Gate count, ALMA (loans), and database usage statistics
-Patron satisfaction surveys and feedback
-Event turnout metrics
-LibAnswers, LibGuide usage
-Webpage and online resource usage analytics
-Implementation Steps and Timeline:
-Systematic Data Collection: Create a semesterly plan for collecting and analyzing user data (timeline: plan finalized for and implemented in Fall 2025).
-Data Aggregation: Gather data on online activity (e.g., database usage, website visits, online reference), in-person interactions, and surveys (timeline: ongoing).
-Gap Analysis: Use data to identify service gaps and propose new services or restructuring where needed (timeline: as needed and annually in Spring).
-Faculty & Staff Input: Regularly survey faculty and staff to gather their perceptions and suggestions for improvements (timeline: as needed and annually in Spring).
-Strategic Discussions: Hold regular library team discussions to interpret data and brainstorm actionable improvements (timeline: regular staff and librarian meetings and annual retreat).
-Streamlining Faculty Support: Document and streamline the various ways in which library faculty support instructional faculty in integrating library resources, including OER/ZTC, and programming into courses (timeline: ongoing).
-Information literacy: Integrate across disciplines by collaborating with Cañada College and College of San Mateo, embedding IL concepts into course curricula, adding an "IL" identifier to WebSchedule, and implementing the integrated framework district-wide within one year, with ongoing faculty development and evaluation to ensure relevance and accessibility for students. (timeline: within one year)
-Canvas-Based ISLO Assessment: Encourage more faculty to use Canvas for Information Literacy ISLO assessment to enhance data collection, analysis, and planning for continuous improvement (timeline: phased implementation over the next year).

Resource Requests:
-EZproxy License: Enable advanced analytics and improve understanding of e-resource utilization and ROI.
Year 1: $4,587.00
Year 2: $4,759.01
Year 3: $4,937.48

-Credo Information Literacy Core $6500 annually

Goal #3: Enhance Digital Resources and Learning Technologies

Desired Impact: Provide diverse, engaging, and convenient digital resources to support student learning, foster academic engagement, and promote diverse perspectives.

Measurement Metrics:
-Qualitative assessment of digital resources for diverse perspectives
-Surveys and interviews to assess student needs and satisfaction
-Level of student engagement with digital resources and technologies
-Implementation Steps and Timeline:
-Resource Needs Assessment: Conduct library meetings to evaluate technological needs and potential resources (timeline: bi-annually).
-Prioritization: Perform cost/impact analysis to prioritize resources (timeline: by Fall 2025).
-Acquisition: Procure resources based on budget constraints (timeline: ongoing).
-Promotion: Advertise new resources through workshops, posters, and the website (timeline: ongoing).

Resource Requests:
Annual Budget Increase: Additional $113,000 to account for inflation and technological advancements:
-$58,000: Maintain current databases and subscribe to new ones.
-$40,000: Maintain and expand digital eBook licenses.

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  -$6000: Streaming media
  -$15,000: Leganto Support for Affordable Learning - Ex Libris

Goals & Resource Requests

Create a space where students are exposed to issues that celebrate our cultural diversity, globalism, and social interconnectivity. (Formerly: Expand outreach and special events efforts)

The Library's programming is intended to complement the curriculum and provide students with holistic perspectives on a variety of social, cultural, political and environmental issues. Success of program is determined by attendance (number of people that attend the events), integration into courses, and specific feedback from attendees. Please see PIF reports for more details on the two main events for this period: Human Library and Outreach events.

Year Initiated
2018 - 2019

Implementation Step(s) and Timelines
-Marketing collaboration - for each event, the planning committee determines the marketing needed and works with MCPR to create digital and print promotional material.
-Funding sources - Our Outreach Librarian, Pia Walawalkar, requests President Innovation Funds. The process involves requesting the funds, attending financial orientations, and then reporting on the outcome of each event.
-Event operations - Outreach librarian organizes a planning team consisting of faculty, staff, and administrators. Specifics to each event are discussed, scoped, assigned, and implemented.

Mapping
- SKY College Values: *(X - Selected)*
- **Academic Excellence:** undefined (**X**)
- **Campus Climate:** undefined (**X**)
- **Community Partnership:** undefined (**X**)
- **Open Access:** undefined (**X**)
- **Social Justice:** undefined (**X**)
- **Student Success and Equity:** undefined (**X**)
- **Sustainability:** undefined (**X**)

STATUS

Goal Status Date
09/06/2022

Academic Year Updated
2022 - 2023

Goal Status
On Schedule

Goal Status Narrative
The Library requested continuation of President Innovation Funds to carry forward outreach events and programming such as Human Library, Poetry Corner, Exhibits, Activists visits etc. The library shifted to an online modality for these events during the COVID-19 pandemic. The success of the program persisted despite the challenging pandemic times. Attendance at these events remained steady or increased. Some zoom presentations even surpassed expectations. Please see attached reports for details.

Related Documents
Human Library PIF 20-22 Report .pdf;
Outreach PIF 20-22 Report .pdf

Goals & Resource Requests

Collect data and demographics to better respond to student learning needs and adjust services as needed.

(Formerly: Improve assessment of all services and gather analytics of online offerings)

The voice of the student should drive decisions that directly impact our operations. While the library upholds the values of privacy and confidentiality for all library users, we still have an opportunity to understand the needs and wants of our users and ensure equity in our practices. Visits to the library or the library website are just a start. Database or resources usage statistics, specific surveys, and general feedback would also help in understanding and responding to student demands.

Year Initiated
2020 - 2021

Implementation Step(s) and Timelines
-Collect and analyze statistics from our gate counter
-Collect and analyze statistics from our various online resources including databases and library guides.
-Work with MCPR to gather usage data from our webpages.
-Use our analytics tools to understand points of interactions (chat, email, in-person visits) with the students.

Mapping
- SKY College Values: *(X - Selected)*
- **Academic Excellence:** undefined (**X**)
- **Campus Climate:** undefined (**X**)
- **Open Access:** undefined (**X**)
- **Social Justice:** undefined (**X**)
- **Student Success and Equity:** undefined (**X**)

STATUS

Goal Status Date
09/21/2022
Academic Year Updated
2022 - 2023
Goal Status
Behind Schedule
Goal Status Narrative

Goals & Resource Requests

Understanding points of interaction:
The Library is using statistics from our Springshare tools (special tools for libraries). Springshare Reference Analytics allow us to see the number of questions received by library users by hours, day, month, and year along with other data such as how the question came in, who asked the question (student or other), type of question, and duration of interaction. This has proven to be a great tool when deciding hours of operation and staffing needs. We can also see, using these tools, the number of times the library guides have been accessed.
In-Person visits to the library:
The Library is currently acquiring a new library gate which will not only prevent material losses but will also serve as a people counter. The data collected from the people counter will be tabulated by each hour of the day. This data will be crucial to understand patterns of service demands and will guide future operational decisions. As of November 7th, 2022, the gate has been installed and by December 2022, we will have a functional people counter.
Online visits to the library:
We have worked with MCPR to obtain statistics such as website and subpages visits. Our virtual visits continue to be above 100K per year which is a testament to thoughtful design and strategic linking from other tools such as Canvas.
Circulation of books and other library materials:
Our Library Services Platform (ALMA) has the capability to produce and display a variety of analytics. While some basics have been learned and reports are created as needed, the staff needs to dive deeper into the analytics module to understand all the possible data views. We believe that this is an easier task to take on once our staffing is back to normal levels as our current staffing levels do not allow us to dedicate time to analytics.

Related Documents
Skyline College Library reference services 2021.docx;
libraryfull_2021.jpg;
librarysubdirectorystats_2021.xlsx

Support the increased student demand for digital resources and learning technologies

With the shift to online teaching modalities, access to reliable and authoritative learning resources is paramount. The Library has been maintaining an impressive collection of ejournals, ebooks, and films. In addition, the Library has established a technology loan program. Acquiring, cataloging, and making all of these resources ready for students and faculty is accomplished by our dedicated team of librarians and staff. The work must continue to ensure equitable access to these resources.

Year Initiated
2021 - 2022

Implementation Step(s) and Timelines
-Institutionalize the change from .8 to 1.0 LSS (Fall 2023)
-Replace full time librarian to further expand electronic resources. (Spring 2023)
-Increase adjunct budget to help with specific projects related to the acquisition, evaluation, selection, and maintenance of digital resources. (Spring 2023)
-Support the expansion of Zero-textbook-cost/Low-textbook-cost initiatives
-Augment our Technology Loan program
-Implement a Digital Textbook Lending Program

Mapping
- SKY College Values: *(X - Selected)*

- **Academic Excellence:** undefined (**X**)

- **Campus Climate:** undefined (**X**)

- **Open Access:** undefined (**X**)

- **Social Justice:** undefined (**X**)

Goals & Resource Requests

- **Student Success and Equity:** undefined (**X**)

STATUS

Goal Status Date
10/16/2022

Academic Year Updated
2022 - 2023

Goal Status
On Schedule

Goal Status Narrative
-The 20% salary increase for the .8 LSS is still funded by HEERF. the appropriate paperwork will be submitted in the coming weeks during the Classified Personnel request cycle.
-Request for Instruction & Digital Services Librarian has been submitted and presented.
-Adjunct budget has not been adjusted, however, we will use some banked hours and release time to close gaps in the budget.
-The zero- or low- textbook cost initiative continues to progress and demonstrate significant benefits to our students. Under the leadership of the Faculty Services Librarian, the program has secured funding to expand ZTC course offers and identify degree/certificate programs that are 100% ZTC.
https://guides.skylinecollege.edu/adoptedoer
-We are in the process of acquiring innovative technology for students via special grants.
-We have been awarded a PIF grant to implement the Digital Textbook Lending service.
-Materials and databases are being purchased using library budget, special ZTC funds, as well as support from the Workforce Development office (Perkins and Workforce Dev. funds).

Create a physical and virtual service environment conducive to teaching, learning, and discovery of resources.

Modernize the Library's instructional, service, and learning spaces so that students enjoy a comfortable and welcoming environment.

Year Initiated
2020 - 2021

Implementation Step(s) and Timelines
-Acquire flexible, functional furniture, for our classroom
-Update website pages so that we facilitate virtual visits to our library
-Acquire technology that will facilitate our in-person, hybrid, and online activities.

Mapping
- SKY College Values: *(X - Selected)*

- **Academic Excellence:** undefined (**X**)

- **Campus Climate:** undefined (**X**)

- **Open Access:** undefined (**X**)

- **Social Justice:** undefined (**X**)

- **Student Success and Equity:** undefined (**X**)

STATUS

Goal Status Date
10/29/2022

Academic Year Updated
2022 - 2023

Goal Status

Goals & Resource Requests

Behind Schedule

Goal Status Narrative

-Our classroom furniture is still not practical. Tables cannot be moved.
-We are unable to meet demand for student group project and study space or private space for students to login to online class or take exams.
-Our projector continues to fail and newer laptops are not compatible.
-Our need for updated instructional technology has exponentially increased with the many online and hybrid activities. With the return to campus, our needs have become more pressing.
-Work on our website has been just enough to display current information. We still do not have dedicated personnel to keep up with the multiple pages.

Revamp our Information Literacy Program

Create an Information Literacy Program that is flexible, comprehensive, and meaningful for our students

Year Initiated
2021 - 2022

Implementation Step(s) and Timelines
-Ensure our Information Literacy learning objectives are better aligned to the ACRL Framework for Information Literacy and Skyline College's values of Equity, Social Justice, Diversity, and Inclusion.
-Update our Online Information Literacy Tutorial
-Increase workshops and collaborations across disciplines

Mapping
- SKY College Values: *(X - Selected)*

- **Academic Excellence:** undefined (**X**)

- **Campus Climate:** undefined (**X**)

- **Open Access:** undefined (**X**)

- **Social Justice:** undefined (**X**)

- **Student Success and Equity:** undefined (**X**)

STATUS

Goal Status Date
10/29/2022

Academic Year Updated
2022 - 2023

Goal Status
On Schedule

Goal Status Narrative
Considerable progress has been made on the rewrite of learning objectives and rubrics. The Library has also made significant changes to the way workshops are offered including the options for asynchronous learning content and embedded support (https://skylinecollege.libwizard.com/f/InfoLit_Instruction_Request). Disciplines supported by our program include Math, Communication, Counseling, History, Child Development besides the traditional English and Social Sciences courses.
Our Online Tutorial continues to be extremely useful for those students that need to satisfy the requirement. Basic maintenance has been performed and we hope that in the future the tutorial can be updated and expanded.

Related Documents
Fa21 Information Literacy Rubric - Revise.docx.pdf

Goals & Resource Requests
Institutionalize library programming

Institutionalize library programming to continue creating a space where students are exposed to issues that celebrate our cultural diversity, globalism, and social interconnectivity.

Tied to Skyline College's mission, values, and goals 1, 3, and 4 of the Educational Master Plan, this goal aims to foster a more inclusive and globally aware student community through the library's programming efforts. By creating spaces that celebrate cultural diversity and social interconnectivity, we encourage students to engage with global issues and embrace a broader perspective.

Year Initiated
2024 - 2025
Implementation Step(s) and Timelines
-Dedicated, institutionalized annual funding to make this a permanent part of library programming. (Year 1)
-Create and distribute surveys for students to complete at the end of each event to assess engagement and learning (Year 1 and then annually)
-Work with faculty to integrate reflective assignments tied to library events into course curricula, ensuring students connect the events with learning outcomes. (ongoing)
-Use sign-in sheets or digital tools to capture participant counts at each event.(ongoing)
-Gather course-integrated reflections or discussion posts as evidence of student learning and engagement after events. (ongoing)
-Hold focus groups or interviews with students and faculty to gather deeper insights into the library's impact. (Year 1)

How will it be measured?
-Program attendance and participation (sign-in sheet + staff conducted count)
-Surveys and feedback form
-Course-integrated Student reflections on events/activities
-Collaboration with other campus departments, increased participation can indicate an expanding role in promoting the college's values of global citizenship, inclusion, antiracism, civic-mindedness, etc.
-Personal connections to data through conversations with students that participate in events regularly

Mapping
- SKY Strategic Goals: *(X - Hightlight Selected)*
- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (**X**)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (**X**)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)
- **Thriving Environment:** Foster a thriving learning and work environment (**X**)

Resource Request

Division Name
Academic Support and Learning Technologies (ASLT)
Year of Request
2024 - 2025
Resource Type
Other
Resource Name
Institutionalized budget to make library programming permanent in the library.

Goals & Resource Requests

Resource Description

Since 2018, most library programming aligned with this goal has been funded by President's Innovation Fund grants. To ensure the sustainability of these efforts, the library's annual budget should include allocated annual funding to make this permanent part of library programming. This would cover costs such as guest speakers or artists, overload pay for faculty collaboration and integrating events into their courses, student assistants for event logistics and promotional materials, as well as materials, refreshments, and multimedia resources to enhance the overall event experience.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Tied to Skyline College's mission, values, and goals 1, 3 and 4 of the Educational Master Plan, this goal aims to foster a more inclusive and globally aware student community through the library's programming efforts. By creating spaces that celebrate cultural diversity and social interconnectivity, we encourage students to engage with global issues and embrace a broader perspective.

Cost

25,000

Level of need, with 1 being the most pressing

1

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Alignment of library services and resources with teaching and learning needs

Ensure the library services and resources are aligned with the teaching and learning needs of students and faculty.

By ensuring that library services and resources align with curriculum and pedagogical practices, students will have access to targeted, relevant instruction and support that directly enhances their academic success. This alignment will provide students with the resources they need to excel in their courses, streamline research processes, and improve their critical thinking skills. Additionally, it fosters an environment where diverse learning styles are supported, offering equitable access to tools and materials that aid in their overall learning journey, both inside and outside the classroom.

Additionally, with the shift to online teaching modalities, access to reliable and authoritative learning resources is paramount. While the Library maintains an impressive collection of electronic journals, books, and film media, and established a technology loan program, the library can meet and exceed institutional standards by providing digital resources that is more engaging, convenient, diverse, and practical.

Year Initiated

2024 - 2025

Implementation Step(s) and Timelines

Goals & Resource Requests

-Establish a comprehensive streamlined process for reviewing existing library resources and services and identifying gaps or outdated resources (Year 1)
-Conduct a review of existing library resources, services, and how they align with current curriculum and teaching practices. (annually)
-Identify gaps where resources are missing or outdated in relation to evolving academic programs. (annually)
-Provide digital resources that promote diverse perspectives, adequately support students' learning needs, provide practical convenience, and cultivate academic engagement, discussions, and interests. (annually)
-Continually adapt and integrate our information literacy program to meet evolving needs of a rapidly changing information landscape, using cross-department collaboration and feedback to foster critical thinking and ethical information use. (annually)
-Establish liaisons or partnerships with key faculty members to integrate library resources and services into course syllabi and assignments. (annually)
-Update the collection by acquiring resources that support emerging academic fields, diverse subjects, and multidisciplinary needs. (annually)
-Focus on diverse formats, such as print, digital, and multimedia, to accommodate various teaching and learning styles. (annually)
-Work with faculty to embed library resources (e.g., databases, LibGuides) into course platforms such as Canvas. (ongoing)
-Promote the inclusion of "Recommended Resources" and ZTC/OER materials in Course Outlines of Record (CORs).(ongoing)
-Offer targeted workshops that align with curriculum needs and address specific learning objectives. (ongoing)
-Integrate information literacy sessions into key courses to ensure students have essential research and evaluation skills.(ongoing)
-Regularly review analytics to see which LibGuides are most used and adjust content accordingly. (annually)
-Regularly monitor database usage to ensure students are accessing and benefiting from high-quality resources. Make adjustments based on usage patterns, ensuring alignment with academic needs. (annually)
-Market library digital resources and learning technologies through library information workshops, posters, and website
-Diverse perspectives
     Determine which categories are important or are a priority for diverse perspectives.
     Qualitatively analyze digital information sources based on these categories and diversify them as needed.
-Student needs and convenience.
     Assess student needs for digital services and learning technologies through surveys and focus groups. Obtain their perspectives on how well the library is meeting those needs and how digital services can facilitate convenience.
     Hold library discussions on how the library can better meet student needs.
Inquire students about their level of engagement with the library's digital resources and learning technologies and how their engagement may be increased

How will it be measured?

-Track the number of workshops and embedded sessions, participant demographics, and feedback. Ensure workshops address current course needs and teaching practices.
-Monitor Canvas course enrollments and completion rates to assess student engagement and learning outcomes
-Ensure collection development is aligned with academic programs (e.g., COMM, ENGL, HIST) and curriculum needs.
-Track website visits and interactions to gauge which online resources and services are being accessed and if they are meeting curriculum needs.
-Review Libguide analytics to see which guides are most accessed, indicating alignment with student research needs.
-Monitor database traffic and search activity to ensure that high-demand resources are effectively supporting coursework and research needs.
-Track requests for embedded librarians and technology support to measure how services are integrated into courses that most benefit from this support.
-Work closely with faculty to support CORs by ensuring the inclusion of relevant library resources, particularly in "Recommended Resource" and "ZTC/OER" sections
-Student surveys and feedback

Goals & Resource Requests

Resource Request

Division Name
Academic Support and Learning Technologies (ASLT)

Year of Request
2024 - 2025

Resource Type
Instructional Equipment

Resource Name
Cozy, collaborative furniture

Resource Description
Funding for new, cozy, and comfortable furniture to create welcoming, flexible spaces in the library where students can relax, study, and collaborate. The furniture will include soft lounge seating, modular couches, bean bags, and movable tables for both individual study and group work.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Having comfortable, youth-oriented furniture in the library creates inviting spaces that encourage students to spend more time there, fostering a sense of community and focus. It supports collaborative learning by providing relaxed settings for group work and discussion, while also promoting well-being and stress relief, which are essential for effective study and creativity. Such spaces can enhance the overall learning experience by making the library a preferred destination for academic and personal growth.

Cost
50,000

Level of need, with 1 being the most pressing
2

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Resource Request

Division Name
Academic Support and Learning Technologies (ASLT)

Year of Request
2024 - 2025

Resource Type
Technology

Resource Name
Enhanced technology for the library classroom

Resource Description
Tools like interactive smartboards, collaborative software, video conferencing systems, and podcasting equipment facilitate seamless in-person, hybrid, and online activities. Technologies that support diverse learning styles, foster collaboration, and increase accessibility, ensuring equity for all users.

Funds Type – Mark all that apply.
One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Libraries need modern instructional technology to create adaptive, future-ready spaces that enhance learning and teaching. Tools like interactive smartboards, collaborative software, video conferencing systems, and podcasting equipment facilitate seamless in-person, hybrid, and online activities. These technologies support diverse learning styles, foster collaboration, and increase accessibility, ensuring equity for all users. Such innovative equipment would make the library a vibrant hub for creativity, engagement, and academic success, reinforcing its role as a cornerstone of 21st-century education.

Cost
25,000

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Academic Support and Learning Technologies (ASLT)

Year of Request
2024 - 2025

Resource Type
Other

Resource Name
Print collections

Resource Description
Update and diversify our library print collections

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Funding to update and diversify our library collections, ensuring they are current, curriculum-driven, and aligned with student and course needs. This investment will allow us to expand and globalize our resources, better reflecting the diverse backgrounds and perspectives of our student demographic. By enriching both print and digital collections, we can provide the tools necessary for academic success, foster global awareness, and ensure that all students have access to relevant, inclusive materials that support their learning and growth.

Cost
10,000

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Academic Support and Learning Technologies (ASLT)

Year of Request
2024 - 2025

Resource Type
Subscription Fees

Resource Name
Digital resources and learning technologies

Resource Description

Goals & Resource Requests

Increase the annual digital resources/collection development budget by $113k to account for inflation since the last budgetary increase more than five years ago and new advancements in technology. This will allow the library to maintain its current level of services, prevent a reduction in services, and create opportunities to enhance our current technological resources.

Database subscriptions $58k- maintain current databases and subscribe to new ones based on user feedback.

Digital ebook licenses $40k- maintain current licenses and subscribe to new ones based on user feedback

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Funding to update and diversify our library collections, ensuring they are current, curriculum-driven, and aligned with student and course needs. This investment will allow us to expand and globalize our resources, better reflecting the diverse backgrounds and perspectives of our student demographic. By enriching both print and digital collections, we can provide the tools necessary for academic success, foster global awareness, and ensure that all students have access to relevant, inclusive materials that support their learning and growth.

Cost
113,000

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Data-Driven Library Service Enhancement

Develop and implement a comprehensive data-informed planning process to evaluate and enhance library services

By adopting a data-driven approach to library services, we will create a more responsive, student-centered environment. Gathering feedback from students, analyzing usage statistics, and incorporating faculty input will allow us to accurately assess the needs and preferences of our users. This will enable the library to identify areas for improvement, better anticipate future needs, and continuously adapt its services to support student success. Aggregating data from multiple sources will provide a more comprehensive understanding of how well the library is meeting student needs, ultimately enhancing satisfaction and ensuring the library remains an effective, relevant resource for all students.

Year Initiated
2024 - 2025

Implementation Step(s) and Timelines

Goals & Resource Requests

-Create a systematic plan to collect and analyze data on student needs and library service effectiveness every semester. (Year 1)
-Gather data through various sources—including online activity (website/database usage), in-person interactions (patron requests, event attendance), and solicited feedback (surveys to faculty and patrons)—to guide informed decision-making and enhance the library's responsiveness to student needs.(Year 1 and ongoing)
-Use the data to identify gaps where current services may not fully meet student needs. (annually)
-Based on insights, propose new services or restructure existing ones to better serve students. (annually)
-Regularly survey faculty and staff to gather feedback on how well library services meet student needs and to identify potential improvements or future service requirements. (annually or each semester)
-Hold discussions to review the data and collaboratively develop strategies for improving library services. (annually or each semester)

How will it be measured?

Do we have a plan?
Do we have a streamlined process for data collection and analysis?
Is the plan and process informing continuous reflection and improvement?

Resource Request

Division Name
Academic Support and Learning Technologies (ASLT)

Year of Request
2024 - 2025

Resource Type
Subscription Fees

Resource Name
Ez-Proxy Analytics

Resource Description
Provides analytics for e-resource utilization.

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
EZ-proxy Analytics would provide Skyline with advanced analytics capabilities. It's a turnkey service that extracts, enriches, and transforms complex data into simple visual dashboards, making it possible to understand and communicate e-resource utilization and return on investment.

Cost
5,000

Level of need, with 1 being the most pressing
2

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