STANDARD TWO: STUDENT LEARNING PROGRAMS AND SERVICES

C. LIBRARY AND LEARNING SUPPORT SERVICES
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include Library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that Library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The institution supports the quality of its instructional programs by providing Library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

C. 1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Cañada College Library

DESCRIPTIVE SUMMARY

The Library selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. Faculty offer suggestions for new materials on a regular basis through e-mails, telephone messages and face to face discussions. These suggestions are considered the highest priorities for the Library staff, who feel that no one knows needs better than faculty. Staff, students, administrators and members of the public also make useful suggestions, and library student workers, in particular, have especially insightful ideas for acquiring new materials. In addition, Cañada librarians use a number of standard tools for acquiring and maintaining a healthy collection, including book reviews for undergraduate libraries from the American Library Association's online and print version of *Choice*; The 2003 edition of *Best Books for Academic Libraries*; Katz's *Magazines for Libraries* (2002); comparisons with other Peninsula Library System collections, especially at CSM and Skyline; *The New York Review of Books*; and numerous other sources.

American Library Association standards (ala.org/ala/acrl/acrlstandards/standardslibraries.htm), which no longer recommend specific numbers of holdings, now encourage libraries to compare themselves to similar institutions for evaluation. Here is a quantitative description of the Library's collection

compared to similarly sized colleges: (Adapted from
ccccо.edu/divisions/esed/aa_ir/llrp/statistics/ADStrends200104.xls)

College	2003-2004 FTES	Expenses on Print Items	Expenses on Electronic Databases	Print expenses per FTES	Rank in expenses for Print
Alameda College	3,775.46	N/A	N/A	N/A	N/A
Crafton Hills College	3,932.72	$79,426	$0	$20.19	2
Gavilan College	4,067.84	$54,363	$5,954	$13.36	3
Canada College	**4,316.70**	**$36,000**	**$16,799**	**$8.33**	**5**
West Hills College	4,403.68	$93,206	$1,740	$21.16	1
Marin College	4,628.09	$40,191	$8,000	$8.68	4
Oxnard College	4,843.69	$16,918	$0	3.49	6

Cañada's holdings include:

47, 832 Volumes in print
821 New Volumes in print (FY 04-05)
5,500 (approx.) Electronic Books through PLS
1,770 Microforms
132 Periodicals
23 (approx.) proprietary databases
951 Video

In mid-2007 the Library moves into a new building which is centrally located and showcased at the new entry point of the campus. From this location, the Library hopes it will become, along with its partner, the Learning Center, the intellectual heart of the campus, providing an information center that students and faculty will come to see as an indispensable part of their learning and teaching.

The important resources and/or services that have been selected or provided for students' use include books, videos, periodicals, Internet, Microsoft Word, copy machine, meeting space, and, perhaps the most precious resource for students, silence! The new Library in its new location in 2007 will offer numerous group study rooms and provide dramatically more computer access; because of the internal flow between the Learning Center and Library, there will be over 200 student computers, plus additional lap tops that can go between the two floors. To inform librarians about students' needs, faculty often e-mail, call, drop in informally or make appointments

As evident in the Mission Statement of the Cañada College Learning Center, the Learning Center's focus is to support student learning:

> *The Cañada College Learning Center provides a variety of resources and services to assist students in the development of the necessary tools to maximize their potential, support their scholastic development and ensure their academic success. Peer and professional tutoring, electronic and traditional resources, workshops and supplemental instruction are employed in a positive and*

> *supportive environment to enhance subject matter and study skills acquisition across the curriculum.*

To fulfill this mission, the Learning Center provides the following educational equipment and materials:

<u>Workshops</u>: One hour weekly workshops are offered each semester. (Doc. 4) We develop educational materials to enhance workshops on subjects such as Study Techniques, Writing a Personal Statement, Research Techniques, and Writing Process.

<u>Computer Labs:</u> There are 71 student computers in three areas of the Center. Students use these for academic research, developing papers and presentations, accessing tutorial programs and course materials, or emailing their instructors. We maintain the integrity of these computers through the use of current virus software. We purchase additional computers and software though our instructional equipment purchasing process.

<u>Self-paced courses:</u> Through the Center, students are provided with software programs, study modules, and supplemental materials to complete open-entry, transfer level as well as credit/non-credit courses. Most courses supplement English. (Doc. 5)

Extended Opportunity Programs and Services (EOPS) supports instructional programs by assisting first generation, low income and educationally disadvantaged students who actively participate in our college's instructional programs. A variety of resources at EOPS have been selected for students: Book Vouchers, Bus Passes, and Application Fee Waiver for Four-Year Institutions. Starting in Fall, 2006, ten continuing students in good standing were able to borrow laptops for a semester. Working with the Bookstore, a Book Loan program also provides dictionaries to ESL students, and math and science texts for math and science majors. If any are unclaimed, they are loaned to any EOPS student. The program also keeps its website, printed materials and other resources, some of which are available in Spanish, complete and up to date. (Doc. 11)

Disabled Student Program and Services (Doc. 8) provides support to instructional programs by ensuring that students with documented disabilities have reasonable accommodations, as defined by the Americans with Disabilities ACT (ADA), the Rehabilitation Act of 1973, Section 504 and Title V of the State of California. (Doc. 9) DSP&S provides students with equipment or materials such as tape recorders, assisted listening devises for the hearing impaired, alternate media software such as e-texts or Kurzweil).

The Mathematical Engineering Science Achievement (MESA) Program is able to provide students' access computers, including the Hewlitt-Packard Tablet PCs. The tablet PCs are available to our students due to a grant from Hewlitt-Packard to our Engineering Program. Several of these Tablet PCs are in the MESA Center as a learning support. MESA also provides students with information on career opportunities, study support materials, and materials for Academic Excellence Workshops.

MESA, EOPS and DSPS each have an Advisory Board consisting of faculty, counselors and in some cases, administrators, students and members of the community. The boards' roles are to provide expertise on materials, equipment and programs to benefit the students.

Faculty from the Library and Learning Center are regularly invited to the Division meetings so that student needs for equipment and materials can be discussed and identified. Improvements that have resulted from this collaborative process include the decision to purchase library copies of standard textbooks for most of our courses, the purchase of many educational videos for student use to augment instructions, the identification of community donations for library purchases, and the initiation of a textbook rental program via the bookstore.

SELF EVALUATION

The Library feels that the quantity of its materials, at roughly 50,000 volumes, is inadequate by approximately 20 percent. It is unfortunate that, because so many of these books are out-of-date, only roughly one-third of the books are of use to students. The Library would like to have more subject specific databases. Presently, the Library has a biology database, a U.S. History database, and a couple of other specialized databases.

The Library feels strongly that the currency of the Library's materials needs improvement, and has needed improvement for years, as evidenced in the last accreditation's self-study, which reported in 2000 that "[t]he book collection is currently small and outdated. The Library needs consistent, additional funding over the next 20 years to meet minimum standards." (Doc. 1) Unfortunately, the needs today are still the same as they were in 2000. The Library had, as of 2004, 49,000 books, 61% of which were published before 1974. The Library staff has requested an enormous infusion of over $700,000 in bond money for dramatically overhauling our collection.

According to *California Library Statistics 2005*[1], we are the poorest community college library in the Bay Area:

Community College*	Materials $ Spent	Total Operating Library Budget
Canada College	**$36,683**	**$228,455**
College of San Mateo	$41,686	$358,075
Chabot College	$48,866	$858,181
Ohlone College	$56,000	$1,155,263
Skyline College (02-03)	$58,617	$529,916
San Jose City College	$65,570	$817,088
Evergreen College	$89,975	$876,792
Mission College	$104,211	$905,913
West Valley College	$107,381	$842,495
Diablo Valley College	$118,277	$1,110,032

---

[1] California State Library, Library Development Services Bureau. *California Library Statistics.* Retrieved 3/1/06 from http://www.library.ca.gov/html/LibraryStats.cfm.

Foothill College	$141,894	$1,759,056
De Anza College	$143,506	$1,796,178
Laney College	$153,437	$1,101,712
Averages	**$98,885**	**$1,068,421**

One might argue, "But Cañada is a small college – among the smallest in the state."
However, when compared to other community colleges of similar size, we perennially
score in **last place or among last**:

Community Colleges Similar in Size to Cañada College (4000-8000 students)*	2001-02 Spending	2002-03 Spending	2003-04 Spending	Rank in Spending 01-02	Rank in Spending 02-03	Rank in Spending 03-04
Canada College	**$20,554**	**$26,255**	**$36,683**	**10**	**9**	**8**
Cerro Coso College	$27,199	$27,528	$30,817	9	8	10
College of Alameda	$34,796	n/a	n/a	7	n/a	n/a
College of Redwoods	$60,381	$20,869	$36,185	4	10	9
Crafton Hills College	$95,615	$98,698	$120,868	1	3	2
Cuyamaca College	$85,359	$45,806	$51,788	3	5	6
Gavilan College	$56,615	$47,018	$53,924	5	4	5
Imperial College	$90,846	$137,631	$101,183	2	2	3
Mendocino College	$51,212	$40,628	$45,354	6	6	7
Porterville College	$30,000	$38,500	$73,355	8	7	4
Averages	$67,147	$69,629	$70,935			

*Most recent and complete statistics available from the California State Library

Age of Collection

Our collection is old! While large research libraries pride themselves on old and rare
books, community colleges strive to provide a mix of mainly current information with
classics in each discipline.

- Because we have roughly the same number of non-fiction holdings as Skyline
  (40,857 books here compared to 43,178 there), we asked Tom Hewitt, Skyline's
  Library Director, to compare our collections a year ago.
- Although our collections are comparable, Skyline has weeded and updated their
  collection much more aggressively.
- 23% of Skyline's collection is relatively current – acquired in the last ten years
- Cañada's holdings in the same category? Only 7%
- 81% of our collection was published before 1983.
- Indeed, almost **two-thirds of our collection pre-dates Watergate!**
- In other words 63% of Cañada College Library's collection is over 30 years old!

The Library believes that the depth of its materials needs improvement. In general, the
depth of the printed material is inadequate, with some exceptions. The Library has, for
example, a terrific Early Childhood Education (ECE) collection, thanks to a grant. The
Library also has a decent video collection. It has a few niches of adequate coverage in
print, such as slave narratives, but in most areas it lacks depth. The most popular part of
the Library, which is the special collection called Controversial Issues, is a very good
starting point for topics such as abortion, the War in Iraq, the death penalty, and

bioethics, but the Library would like to have more depth for every one of the many areas it addresses. Since the Controversial Issues books are all compilations of essays, articles and statistics, the current collection does not give our students adequate exposure to book-length arguments.

The Library considers the variety of the Library materials to be satisfactory. The variety of the holdings is typical for a community college Library: monographs in every broad area of knowledge, a decent fiction collection, periodicals, reference texts, electronic resources, movies in DVD and VHS format. In 2005 the Library began a small but enticing pleasure reading collection of spy, romance, mystery and self-help books. The Library also has a very small local audio book collection, although there are many downloadable audio and readable books available through the Peninsula Library System. The Library microfilm is seldom used.

Believing that the quantity of equipment (i.e. 22 student computers) needs improvement, the Library looks forward to moving into the new building, where, because of the internal flow between the Learning Center and Library, there will be over 200 student computers. Right now, the Library needs more computers for the public when classes have Library instruction. The currency of the present equipment is satisfactory.

The Library strenuously asserts that improving the quantity of the professional and paraprofessional personnel allows us the necessary personnel to provide the appropriate expertise to ensure adequate selection and maintenance of education materials. With a directorship vacant for several semesters, only one full-time librarian, only two full-time Library technicians, and limited student worker support, the Library is in even worse shape than it was in 2000, when, in response to a call from a 1995 accreditation recommendation, it stated that "the College has restored funding for a reference librarian in the permanent budget and the Library Coordinator position has been increased from an 11-month academic position to a 12-month position" (Doc. 1).

In order to have the appropriate expertise of library personnel, we must have adequate numbers of librarians who meet certification standards. As with standards for collections, ALA staffing standards no longer refer to specific goals, but rather suggest that libraries compare themselves to their peers. According to statewide data from the *California Library Statistics: 2005*[2], Cañada College Library is almost in last place in terms of absolute numbers of Librarians and Librarians per student. No other statistic is more compelling than this: when comparing our student/ personnel ratio to all community college libraries in California, including the other two colleges in our district, we rank last or almost last**.**

Part of a librarian's task is to maintain and update the print collection and provide continual technical troubleshooting electronic resources. Due to understaffing, our collection has been languishing but the Library has consistently served more patrons. Over the last 9 years, while Cañada's student population has grown approximately 12 to

---

[2] Hildreth, S. (2005). *California Library Statistics: 2005. Fiscal year 2003-2004 from public, academic, special and county law libraries*. Sacramento: Library Development Services Bureau..

15 percent, the number of students, faculty, staff, administrators and members of the public who use the Library has increased a startling 46%. (Please refer to table below) This gain is even more dramatic in light of the concurrent rise in popularity during those years of the Internet and the Library's online services which can be accessed remotely. As illustrated by the table below, we have consistently served more patrons each year and made a staggering 110% increase in the number of orientations we offer.

Cañada College Library Usage

Academic Year	Total Library Orientations Given by Librarians	Average Daily Patron Count
'97-'98	46	236
'98-'99	17	199
'99-'00	No data	214
'00-'01	No data	197
'01-'02	65	238
'02-'03	63	246
'03-'04	64	271
'04-'05	74	310
'05-'06	97	345

Overall, the Learning Center is doing a good job in its support of instruction. By providing software programs, reference books, handouts, even on bulletin boards we are able to support and promote our tutorial services. We have one online tutorial program (academic.com); an additional computer program (PLATO) that assists in tutoring; three large racks in the Center that house handouts for students covering topics such as study skills, ESL grammar points, and writing; and, math science, English, reading and ESL texts that are available for use. (Doc. 6)

In an effort to remain current, the Center constantly updates its workshops, materials and resources. The Program Supervisor and Tutorial Instructional Aide are both members of CRLA and subscribe to an email LRNASST where colleagues around the world pose questions, and discuss best practices. The Learning Center's webpage offers additional academic support. (Doc. 2)

All of the Learning Center computers were purchased within the last three years, most through a Title V HSI grant, and we also strive to keep abreast with the latest equipment trends like replacing VCRs with DVD players. (Doc. 7)

Although the Learning Center lost a full time Learning Center Director, it gained a TRiO Director. All personnel in the Learning Center, including MESA, TRiO, DSPS work collaboratively and share resources, and are involved in discussions about equipment

purchase and placement. Additionally, all staff including student assistants are trained to assist students with adaptive technologies and software programs.

Although students who are enrolled in the DSKL classes are not surveyed concerning the effectiveness of the academic accommodation component of DSP&S. The Director feels that such surveys would help the program identify how effectively its services enhance student achievement in class.

The quantity, currency, depth and variety of the DSP&S materials (printed hardcopies and online databases) are very good. During their most recent visit, the California Community College – Chancellor's Office (CCCCO) also rated these areas as very good. (Doc. 10)

In addition, both the Director and the CCCCO rated the quantity of the program's equipment as being very good. However, the director rates the currency of the program's equipment as satisfactory because the computers will need to be upgraded in the next 12-24 months.

PLANNING AGENDA
Identify resources to provide:
- additional books and educational equipment
- additional library personnel to more effectively maintain library holdings
- a fuller range of materials in Spanish.

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

DESCRIPTIVE SUMMARY

Guided by a belief that the welfare of a community is partly determined by the degree to which its members interact wisely with information, the Library takes seriously its role in cultivating information competency. The Library teaches information competency primarily through custom-tailored sessions designed in consultation with faculty on topics such as finding information using the catalog and databases, gauging the credibility of websites, avoiding plagiarism and citing sources correctly. These sessions, which have always been structured around learning objectives, are becoming more clearly focused on the specific outcomes that librarians and instructors hope to see as students find, evaluate and use information. During the academic year 2004-2005, over 100 sessions were provided at the request of faculty. The Library also offers a 1.0 unit, self-paced course called Library 100: Introduction to Information Research, which gives students a chance to explore information competency in greater depth.

The Learning Center provides workshops each semester on research techniques and on how to avoid plagiarism. The staff, student assistants and tutors are all able to assist with

students doing research on the computers. (Doc. 4) Students in the Library and Learning Center also use *academic.com* and PLATO to develop information competencies.

EOPS assist their students in acquiring seven information competencies listed on their flyer which is distributed to all students who are interested in participating in the EOPS program.(Doc. 13)EOPS also offers services to students which increases their competency in accessing community services.

SELF EVALUATION

In Library instructional sessions, worksheets evaluating student progress are completed which help assess both the learning and teaching of information literacy, (Doc. 14) and reports are generated showing student usage of *www.academic.com* and PLATO. (Doc. 15). Numbers of students who attend the workshops are tracked but, as we do not have specific student learning outcomes for these sessions, assessment is difficult. This is an area in which we need to improve.

Students provide an evaluation of the workshops they attend and this information is reviewed and suggestions are applied as appropriate to improvement of future workshops.

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

DESCRIPTIVE SUMMARY

Cañada College considers access to physical sites, to each other's programs and to learning resources for students and personnel essential for all of our students. In 2004, an American with Disabilities Act (ADA) consultant was engaged to update the SMCCCD architectural barrier database, which had not been updated since 1991, and assist in developing an implementation plan for removal of all remaining architectural barriers that cause the campuses to be out of compliance with ADA standards. This document is the SMCCCD's ADA Transition Plan. To further broaden access, we have established off-campus learning sites, increased web access, developed on-line courses, and made our college catalogue, data bases and other information available on-line.

Library

The Library supports instructional programs by offering instruction in how to access, evaluate and use information, and by providing a quiet, welcoming environment for studying, reading, research, writing, collaborating on group projects, and relaxing. Although physical access to the present library is difficult, the new Library/Resource Center will be centrally located at the new entrance of the campus. Access to the library's catalog and databases and other resources is available at all times off campus via the Internet. One computer for people with disabilities has the software Jaws, Kursweil 3000, Dragon Naturally Speaking and Zoomtext. Students and personnel also have

access to 23 computers with Internet access, one microfiche machine, one TV with DVD and VHS players, and audio tape and CD players. The new Library in its new location will offer numerous group study rooms and provide dramatically more computer access. The library provides material in print that assures accessibility. Spanish speakers can access some books and online resources in Spanish, as well as ask questions and receive services in Spanish at almost all times.

Learning Center

The Learning Center has a central desk next to the front door and clearly labeled learning spaces, each staffed at all times. These include two computer rooms with sixty-three computer stations, a writing lab, a math lab, a MESA office/classroom, areas for tutoring, workshop presentations, the DSPS Alternative Media Lab, and areas for individual and group study. In addition, as users walk in, they will immediately see information regarding each staff member, all workshops and a variety of worksheets covering such areas as study strategies and writing tips. The majority of these worksheets are in both Spanish and English. Importantly, personnel who speak both languages are available at all times in the separate areas of the Learning Center.

To increase access to its services, the Learning Center staff sends out an announcement of the workshop schedule through e-mail at the beginning of each semester. Then, it sends out a reminder about each workshop right before it begins. The staff also creates fliers that it distributes in all boxes, in all divisions and around the campus on bulletin boards. In this way, it provides information about its learning resources throughout the year. Information will be even more accessible in the new Library/Learning Resource Center. Many instructors schedule class orientations about the Learning Center at the beginning of each semester, which help familiarize students with the Learning Center's services. Several instructional aides, working both within the Learning Center and in classrooms, have been hired to encourage access to the tutorial services in the Learning Center.

DSP&S

DSP&S facilities, located at different places on campus and off campus, are essential in order to provide learning support for students who have physical, learning, psychological, visual, hearing and/or medical disabilities. The office is open from 8:00 a.m. to 4:30 p.m. Monday through Wednesday, from 8:00 a.m. to 8:00 p.m. Thursdays and from 8:00 a.m. to 1:00 p.m. on Fridays. These facilitates include the Alternative Media Center, Disability Resource Center, the Learning Achievement Program, and Adaptive Physical Education. In the Alternative Media Center, students can study reading, writing, math and study skills and find Kursweil 3000 (scanning, reading software), the voice recognition system Dragon Naturally Speaking, magnification through Zoomtext Xtra9 and the screen reader Jaws to assist them. A .50 DSPS staff member is available to assist students with the specialized equipment and to convert print materials or textbooks into e-text (CD) format.

EOPS

The EOPS Program, always oversubscribed, is a very important learning resource for students. This program presents mandatory orientations for new and continuing students and keeps in touch with them through interviews, letters and a complete database. It is centrally located in a spacious, welcoming site that houses a receptionist, the EOPS Director and the EOPS Counselors. In the office, there are fliers in English and Spanish telling students how to reach Internet information, funding resources, all scholarship sources, Learning Center workshops, the First-Year Experience Program, and student services.

MESA

MESA (Mathematics, Engineering, and Science Achievement) is a program designed to provide an environment that integrates technology and learning. The MESA Center has a separate, very centrally located classroom in the Learning Center. As a result, MESA students now have access to all the services, material and equipment in the Learning Center. The MESA website keeps the entire campus community current with its program and activities.

TriO Student Support Services

Cañada was awarded a TRiO Student Support Services grant and, in Spring 2006, began the program, which has since become fully enrolled. It offers at-risk, first generation students, students from low-income families and students with disabilities enriched programs and increased support in counseling and tutoring. This program is also located in the Learning Center, which assures students and personnel access to all the learning resources the Center offers. Staff members are currently developing a Student Support Services Website and expect it to be completed by Fall, 2006.

Cañada College Off-Campus Sites and Centers

Through the Business and Workforce Technology Division, Cañada College broadens accessibility to learning resources by conducting courses in the evening and on Saturday at off-campus locations including East Palo Alto, Half Moon Bay, Menlo Park, and Redwood City. Students have convenient access to courses in ESL, ECE, Computer Business Office Technology, Multimedia, Computer Information Technology and Human Services. In addition, through partnerships with community/non-profit agencies such as El Concilio of San Mateo County, we offer internship opportunities to registered students. Classes are also offered at the San Mateo County Offices and at high schools. Through our extensive Website, students have access to the various student learning opportunities off-campus.

The college also supports two off-campus centers, the SMCCD Coastside Center on the west side of its service area, and the Menlo Park Center on the east side of its service area. On the coast, the SMCCD Coastside Center, in Half Moon Bay, is a pilot project

managed by the San Mateo County Community College District. The Menlo Park Center, located near the bay, is managed by Cañada College through collaboration between the Business and Workforce Development Division and the Humanities Division. In the Learning Center located at this site, the college provides Basic Skills to students.

The SMCCD Coastside Center has a main office serving the community during normal business hours and offers evening classes at eleven off-site locations, the furthest located in Pescadero.

The Menlo Park Off-Campus Center, located at the same site as the OICW Job Training Program, San Mateo County Social Services Offices and San Mateo County Peninsula Works, occupies area with two offices, one lecture room, a Basic Skills Learning Lab with sixteen computers and a Business Skills classroom with thirty computers. The center is open to students during the day from 7 a.m. to 3 p.m. Monday through Thursday and 7 a.m. to noon on Friday; the building is open until 10 p.m. for evening classes. In the Basic Skills Learning Lab, students have access to open-entry ESL study through self-paced, multi-level modules anytime between 7 a.m. and 3 p.m.

SELF-EVALUATION

Equipment
Through a Title V Grant and later funding, every full-time faculty member now receives a laptop computer, providing them greater access to the library and other learning support services. Most important of all, a new Library/Learning Resource Center is being built. This will increase access to over 200 computers by mid-2007. The college will also purchase voice recognition software and will increase the availability of other software to serve students with disabilities. In addition, there will be media carts equipped with TV/DVD/VCR in the new Library/Learning Resource Center.

Personnel
Having personnel available in the library during times when students are using services is critical to improving student access to information and would be adequately accomplished with the addition of more personnel. Cañada College Library needs to move closer towards compliance with the California Education Code in regards to full-time librarians. Our Library is currently not "under the supervision of academic personnel,"[3] that is, a librarian, during the many times when there are official college meetings, and when the one librarian on duty is offering instruction in classrooms or consulting with instructors in their offices.

Space/Location
When the new Library/Learning Resource Center is completed in mid-2007, its entry will become the central entrance to the campus. The Learning Center and library will be in

---

[3] California Education Code, Section 78101/03

one facility on two floors. Students will be able to take books and laptops from the library to the Learning Resource Center and vice-versa. Automatic checkout will be available on both floors. Since Student Services will be on the ground floor, the college will be able to continue implementing the integration of instruction and student services that it has been committed to since the last Self-Study. EOPS, now housed in an academic building, will also be housed in the new building. Finally, the square feet in the library will increase from 12,800 to 22,900, and the square feet in the Learning Center will grow from 17,500 feet to 23,384.

Information
The library has up-to-date information on its website. It also identifies databases accessible from off-campus. More librarians would be able to keep this crucial source of access maintained and updated.

Hours
The fact that the library and Learning Center are not open after 8 p.m. or on weekends causes problems for students who study in evening classes after 8 p.m., or who want to use the library on weekends. In the faculty survey conducted by the Standard II.C Committee, 43% of the faculty respondents would like the Library/Learning Center to be open on Saturday, and 30% indicated they would like later hours during the week. (Doc. ?[Yolanda's survey results]).

PLANNING AGENDA

Expand Library databases to provide more electronic resources and off-site access 24/7

Investigate the expansion of the hours of the Library/Learning Center

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

DESCRIPTIVE SUMMARY

In the Library, Learning Center, and DSP&S, an alarm system was installed in January, 2006. This new system, by California Security Incorporated, can be armed and disarmed by a variety of staff and faculty and each have their own password. Additionally, the Library's materials contain a security strip that triggers an alarm at the Library's main entrance if materials have not been properly checked out. The DSPS, EOPS, MESA, TRiO, and Upward Bound programs are governed by laws that require all student records to be kept confidential. The process to ensure the confidentiality of students is essential for these programs.

Campus student computers are maintained by the SMCCD Instructional Technology personnel

SELF EVALUATION

Once the Library, Learning Center, and most of student services move to Bldg. 9, there is concern that the problem of understaffing will occur in the maintenance of the new building, which will be much larger and harder to maintain.

Because computers are maintained by the SMCCD Instructional Technology personnel, students are not able to download directly from the Internet, keeping the hard drives clean.

PLANNING AGENDA

None.

C. 1.e. *When the institution relies on or collaborates with other institutions or other sources for Library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

DESCRIPTIVE SUMMARY

As a member of the Peninsula Library System, the Library relies on Innovative Interfaces' Millennium, an Integrated Library System. (Doc 23) PLS, as a member of Califa, a statewide cooperative enterprise, subscribes to numerous electronic resources, such Thomson Gale databases. (Doc. 23) The Library jointly subscribes to a number of other databases with its sister SMCCD libraries through the Community College Library Consortium. (Doc. 23) The Library heavily depends on Midwest Library Service (Doc. 23) to process and supply books, EBSCO to manage our print periodicals collection (Doc. 23), and OCLC Connexion for cataloging support. (Doc. 23)

The Learning Center contracts with PLATO for its online tutorial support program *academic.com* and for four licenses of PLATO (Package G) (Doc. 24)

SELF EVALUATION

Although the Library's evaluation of its suppliers of print resources is not formalized, staff frequently discusses the quality of services. The Library uses statistics on database usage, which allow it to examine how electronic resources are being used on campus and remotely. The Library also evaluates the effectiveness of these services in online and face-to-face conversation with faculty, students and other PLS reference librarians. However, due to inadequate staffing, the Library is not able to fully evaluate the effectiveness of these services. Twice a year, the three college libraries engage in analysis of subscriptions to databases through the CCLC.

The most common reliability issue involves remote use of our electronic resources. When patrons cannot access databases from off campus, the Library tries to solve the problem quickly by contacting the technical support personnel of the database company or, in some cases, PLS technical staff. The web site *www.academic.com* is heavily used throughout the curriculum in both the Library and Learning Center. On-line math instructors include it as instructional support. (Doc. 15, 25, & 26)

PLANNING AGENDA

None

C.2 *The institution evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

DESCRIPTIVE SUMMARY

The Library last completed a Three-Year Internal Program Review, Planning and Budgeting 2001/2001 – 2003 – 2004 and a Program Review Update in April 2003. Areas looked at were Program Goals and Objectives, including staffing, service, budget and equipment goals. In May 2003, the Library received its Program Review Evaluation (Docs. 27, 28, & 29) The Learning Center completed its Program Review in 2003. (Docs. 30 & 31)   At that time both the Library and Learning Center were under Instruction, and the Program Review only partially fit many of the services offered. In 2002, the Library and Learning Center were both placed under Student Services.

New guidelines for reporting and a new cycle of Program Review are being established that better fit Student Services. (Doc. 32) Even though DSPS, EOPS, MESA, TRiO, and Upward Bound are evaluated by their granting organizations, they will also be included in the Student Services Program Review cycle.

Student Learning Outcomes (SLOs) and Service Area Outcomes (SOAs) were not part of the last Program Reviews, so a Student Services retreat was held in June, 2006 and all Student Services departments began to draft Mission Statements, SLOs, SAOs and assessment and evaluation processes. (Docs. 33 & 34)

SELF EVALUATION

The work done at the Student Services retreat is continuing, and the goal is to have everything finalized by the end of Spring, '07. These SAOs and SLOs will help each department do a more thorough job of assessing, evaluating, and adjusting their respective programs.

 The Library is continuing to evaluate its print periodical collection, with the idea of expanding electronic reference texts, and encouraging more use of electronic monographs

over the next five years. The Library staff is also debating the elimination of the microfilm collection.

The Library has also done student evaluation of services. (Doc. 35) Additionally, the Learning Center gives program and tutorial surveys to its students each semester, (Docs. 36, 37 & 38) and whenever a new initiative is begun, faculty and students are surveyed at semester end to evaluate its effectiveness. (Docs. 39 & 40) Long-term comprehensive studies are being planned with the college researcher.

In Spring, 2006, an electronic faculty survey was administered to assess the effectiveness of the Library, Learning Center and DSP&S. (Doc. 41) The survey results will be used to further draft SAOs and SLOs.

A combined advisory group for the Library and Learning Center, which will include membership of all campus divisions, is also being planned to get necessary feedback about the new Bldg. 9. This group will take the lead in discussing and evaluating the further integration and collaboration of the Library/Learning Center throughout the campus.

PLANNING AGENDA
Develop evaluations to ascertain:
- Effectiveness and comprehensiveness of library services
- Feedback on library resources and services from adjunct faculty
- How well the facilities are maintained and secured.