

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.

DESCRIPTIVE SUMMARY

Cañada College provides a wide assortment of educational equipment and materials in support of the mission of the college. The equipment and materials are available at the level of each academic division in the classrooms and labs as well as in the Library, the Learning Center, and through specific programs including Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), the TRiO Student Support Services (TRiO) and Math, Science and Engineering Achievement Program (MESA).

The Library selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. This is accomplished in collaboration with faculty who 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 ccco.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, it is planned that the Library 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, computer software, 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.

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:

Workshops: 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.

Computer Labs: 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 through the instructional equipment purchasing process.

Self-paced courses: 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)

EOPS supports instructional programs by assisting first generation, low income and educationally disadvantaged students who actively participate in the 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)

DSP&S (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 devices for the hearing impaired, alternate media software such as e-texts or Kurzweil).

Cañada College was awarded a TRiO Student Support Services grant and began the program in Spring 2006, 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 with academic and career counseling, mentors, and tutoring.

MESA is able to provide students access to computers, including the Hewlett-Packard Tablet PCs. The tablet PCs are available to students due to a grant from Hewlett-Packard to the 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 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 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 quantity of Library materials, at roughly 50,000 volumes, is inadequate by approximately 20 percent. Because so many of these books are out-of-date only roughly one-third of the books are of use to students. Presently, the Library has a biology database, a U.S. History database, and a couple of other specialized databases but is in need of more subject specific databases.

The currency of Library materials needs improvement. The 2000 accreditation's self-study reported that "[t]he book collection is currently small and outdated. There is a need for consistent, additional funding over the next 20 years to meet minimum standards." (Doc. 1) The needs today are still the same as they were in 2000. As of 2004, there were 49,000 books and 61% of these were published before 1974. The Library staff has requested over \$700,000 in bond money for overhauling the collection.

According to *California Library Statistics 2005*¹, Cañada is the poorest community college library in the Bay Area. 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, Cañada perennially scores in **last place or among last**:

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

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

The Library's collection is old and community colleges strive to provide a mix of mainly current information with classics in each discipline.

- Because Cañada has roughly the same number of non-fiction holdings as Skyline (40,857 books here compared to 43,178 there), the two library collections were compared a year ago.
- Although the 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 while Cañada's current holdings are 7%.
- 81% of Cañada's collection was published before 1983.
- 63% of Cañada College Library's collection is over 30 years old!

The depth of Library materials needs improvement. There is an excellent Early Childhood Education (ECE) collection, thanks to a grant. There also is a reasonable video collection. There are some areas of adequate coverage in print, such as slave narratives. The most popular part of the Library, the special collection called Controversial Issues, is a good starting point for topics such as abortion, the War in Iraq, the death penalty, and bioethics, but this is one example of where more depth is needed. Since the Controversial Issues books are all compilations of essays, articles and statistics, the current collection does not give students adequate exposure to book-length arguments.

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

moves into the new building the quantity of equipment will be improved and the currency of the present equipment is satisfactory.

More professional and paraprofessional personnel are needed to provide the appropriate expertise to ensure adequate selection and maintenance of education materials. In answer to a 1995 accreditation recommendation Cañada College “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). Currently, with the directorship vacant for several semesters, only one full-time librarian, two full-time Library technicians, and limited student worker support, there is a significant need for additional Library faculty and staff. The College recently approve adding a part-time library technician position to add to the services provided by the library. The College does have adjunct librarians who supplement the full time librarian to provide service to the College community.

Part of a librarian’s task is to maintain and update the print collection and troubleshoot technical problems of electronic resources. Due to understaffing, the collection has been languishing while more patrons have been served. Over the last 9 years, Cañada’s student population has grown approximately 12 to 15 percent and the number of patrons has increased by 46%. (Please refer to table below) This gain is even more dramatic in light of the concurrent rise in popularity of use of the Internet and the Library’s online services. As illustrated below, more patrons are served each year and there has been a 110% increase in the number of orientations offered.

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 provides excellent support of instruction. By providing software programs, reference books, handouts, even bulletin boards, tutorial services are supported and promoted. The Learning Center provides 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 regularly 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 Cañada strives 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, and 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) Both the Director and the CCCCCO 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.

Continue and deepen the ongoing, informal discussions about an information competency requirement for graduation.

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

Information competency is taught as a component of many academic courses, in self-paced Learning Center and Library courses, and in custom-tailored Library sessions

designed in consultation with faculty. Students receive instruction on topics such as finding information using the catalog and databases, gauging the credibility of websites, avoiding plagiarism and citing sources correctly. These sessions are focused on the specific outcomes identified by librarians and instructors that will assist students to find, evaluate and use information.

The Library 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. Staff, student assistants and tutors are available to assist students who are conducting research on the computers to provide one-on-one assistance. (Doc. 4) PLATO and *academic.com* are available to students through the Library and Learning Center. These programs also help students in the development of information competency.

EOPS assist their students in acquiring seven information competencies, which are listed on their flyer and distributed to all students who are interested in participating in the EOPS program.(Doc. 13) EOPS also offers services to students to increase 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 there are not specific student learning outcomes for these sessions, assessment is difficult. This is an area in which improvement is needed.

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.

Planning Agenda

None at this time.

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

Access to physical sites, to programs and to learning resources for students and personnel is essential for all 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, off-campus learning sites have been established, web access increased, on-line courses developed, and the college catalogue, data bases and other information are now available through Cañada College's web site.

In the Library, students have adequate access to a quiet, welcoming environment for studying, reading, research, writing, collaborating on group projects, and relaxing. Instruction is offered in how to access, evaluate and use information. The new Library/Resource Center will be centrally located at the entrance of the campus which improves its visibility and is easily accessible to students. Access to the Library's catalog and databases and other resources is available via the Internet. The new Library in its new location offers numerous group study rooms and provides dramatically more computer access. One computer has specific software for people with disabilities. 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 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.

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 available in Spanish and English. Importantly, personnel who speak both languages are available at all times in the separate areas of the Learning Center.

To increase awareness of and access to its services, an announcement of the Learning Center's workshop schedule is sent to faculty and staff via e-mail at the beginning of each semester as well as a reminder email shortly before the workshop date. Learning Center staff create and distribute fliers in division mail boxes and post information around the campus on bulletin boards. In this way, faculty and staff are provided with learning resource information throughout the year. Information will be even more accessible in the new Library/Learning Resource Center. Many instructors schedule their class for Learning Center orientations at the beginning of each semester to 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 facilities are located at different places on campus and off campus to provide access to essential 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. Students have access to learning support through the Alternative Media Center, Disability Resource Center, the Learning Achievement Program, and Adaptive Physical Education. Students can study reading, writing, math and study skills in the Alternative Media Center where they have access to computers with the following software: Kursweil 3000, scanning, reading software; Dragon Naturally Speaking, a voice recognition system; Zoomtext Xtra9, a magnification system; and the screen reader Jaws. A part time DSPS staff member is available to assist students with the specialized technology and equipment and to convert print materials or textbooks into e-text (CD) format.

The EOPS office is centrally located in a spacious, welcoming site that houses a receptionist, the EOPS Director and the EOPS Counselors. Information about EOPS is published in the catalogue, on the college website, and in brochures. The brochures are available in English and Spanish and provide information on accessing Internet information, funding resources, scholarship sources, Learning Center workshops, the First-Year Experience Program, and other student services. The brochures are available in the office and are widely disseminated throughout campus and at various student events. EOPS staff conduct comprehensive outreach activities to ensure that eligible students have access to information about services. Newly enrolled and continuing EOPS students receive orientations to assist them in understanding program requirements and available services. A comprehensive database is maintained to ensure that students receive regular contacts through counseling appointments, interviews and letters.

Both the MESA Center and the TRiO program are centrally located in the Learning Center. As a result, MESA and TRiO students have access to all the services, materials, and equipment in the Learning Center. The MESA website keeps the entire campus community current with its program and activities. A Student Support Services Website is being developed.

Students can access academic and learning support service at two off-campus centers, the SMCCCD Coastside Center in Half Moon Bay, and the Menlo Park Center in East Menlo Park. The SMCCCD Coastside Center has a main office serving the community during normal business hours and offers evening classes at eleven different locations. The Menlo Park Center conducts class in one lecture room and offers 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.

Through the Business and Workforce Technology Division, Cañada College broadens accessibility to learning resources by conducting courses in the evening and on Saturday at other 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, internship opportunities are offered to registered students. Classes are also offered at the San Mateo County Offices and at high schools. Cañada's Website provides students with links to databases that are accessible from computers off the Cañada campus to allow student access to articles and other research resources.

SELF-EVALUATION

Access to the Library has improved; for example, every full-time faculty member now receives a laptop computer, by which they can access the Library and other learning support services. The new Library/Learning Resource Center will effectively increase student access to over 200 computers by mid-2007. The availability of voice recognition software will increase services for students with disabilities. In addition, the media carts equipped with TV/DVD/VCR in the new Library/Learning Resource Center will allow students improved access to video resources.

Having personnel available in the Library at times when students are in need of services is critical to improving student access to information and could be accomplished better 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. There are times when the librarian is out of the Library; at college meetings, when he is conducting a class or a workshop and when he is consulting with instructors in their offices. During these times, services to students are less available.

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 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 further the integration of instruction and student services, a need that was identified in the previous 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. These changes will have a beneficial impact on students' access to services.

The Library has up-to-date information on its website. The website effectively provides links to databases accessible from off-campus areas. This crucial source of access could be better maintained and updated with the addition of another librarian to our faculty.

The Library and Learning Center are not open after 8 p.m. or on weekends and this causes problems for students who study in evening, who attend evening classes or who want to use the Library on weekends. In the faculty survey conducted by the Standard I.I.C Committee, 43% of the respondents would like the Library/Learning Center to be

open on Saturday, and 30% indicated they would like later hours during the week. (Doc. 34)

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

Contracts with several agencies have been established to provide an extensive range of resources for faculty and students. Cañada College's Library is a member of the Peninsula Library System (PLS) which 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 libraries in this college district jointly subscribe to a number of other databases through the Community College Library Consortium. (Doc. 23) Midwest Library Service (Doc. 23) is the primary supplier and processor of the college's Library books, EBSCO primarily manages the print periodicals collection (Doc. 23), and OCLC Connexion provides cataloging support. (Doc. 23) A contract is in place with PLATO for the online tutorial support program, *academic.com*, with four licenses so that PLATO is available in the Learning Center (Package G) (Doc. 24)

SELF EVALUATION

Evaluation of the Library's suppliers of print resources is not formalized though staff frequently discuss the quality of services. The Librarian refers to statistics on database usage, which allows for an examination of how electronic resources are being used on campus and remotely. An informal evaluation of the effectiveness of Library services is done through electronic messages and face-to-face conversation with faculty, students and other PLS reference librarians. However there is no comprehensive evaluation of the effectiveness of Canada's Library services. Twice a year, librarians from the three colleges in the district engage in analysis of subscriptions to databases through the CCLC.

The most common reliability issue involves remote use of electronic resources. When patrons cannot access databases from off campus, Library personnel attempt to problem solve 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

A three-year internal Program Review, planning and budgeting for 2001/2001 – 2003/2004 and a Program Review Update for the Library was completed in April 2003. Areas examined were program goals and objectives, including staffing, services, budget and equipment goals. (Docs. 27, 28, & 29) A Program Review for the Learning Center was completed in 2003. (Docs. 30 & 31) At that time both the Library and Learning Center were organizationally assigned to the Office of Instruction and the Program Review was not fully applicable to the services offered.

In 2002, both the Library and Learning Center were assigned to the Office of Student Services which is a better fit for describing and evaluating services. New guidelines for reporting and a new cycle of Program Review are being established for Student Services. (Doc. 32) Although DSPS, EOPS, MESA, TRiO, and Upward Bound services are evaluated by their granting organizations, they will be included in the Student Services Program Review.

Student Learning Outcomes (SLOs) and Service Area Outcomes (SOAs) were not included in 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. The SAOs and SLOs will help each department do a more thorough job of assessing, evaluating, and adjusting their respective programs.

Evaluation of the Library's print periodical collection will include the potential for expanding electronic reference texts, ways to encourage more use of electronic monographs, and potentially eliminating the microfilm collection. Student evaluations of Library services were completed. (Doc. 35) Student surveys of the Learning Center program and tutorial services are conducted each semester. (Docs. 36, 37 & 38) 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.

Identify additional faculty resources for the Library.

Develop Student Learning Outcomes for information competency workshops.