

Standard II. 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.

1. 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.

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.

Description:

The college offers a variety of library and other learning support services that support and enhance student learning of all kinds. The physical facilities in the library include seating for 259 individuals including eight group study rooms, and a computing area containing twenty-six PCs with Internet access and MS Office applications. The Student Technology Center, located within the library, includes additional PCs for student use, audiovisual equipment, a computer station configured with adaptive software for blind and low-vision students, and a centralized location for the coordination of tutorial services.

Library print and audiovisual holdings include about 61,000 book volumes; 220 periodicals in print format; 5,000 music CDs; a course reserves collection of over 6,500 items including textbooks; supplemental readings and audiovisual materials; and an Instructional Video collection of nearly 2,500 titles for classroom use. Although Media Services now reports to the Information Technology Department, the library continues to take responsibility for purchasing, processing, and housing the campus instructional video collection. This is an extremely important collection selected by faculty for use in the classroom. An annual budget of \$6,000 allows us to purchase most faculty requests. An on-going challenge is trying to find instructional videos and DVDs that are closed captioned for the deaf and hard of hearing.

The library's electronic resources greatly expand the information sources available to the students both on and off campus; these electronic resources include 10,858 electronic books, nearly 10,000 full-text journals available through 11 subscription databases, and a growing collection of electronic reserves. Access to electronic resources from off campus is seamlessly provided via a proxy server that authenticates off-campus users based on their campus identification numbers and last names. Access to all our collections, print and electronic, is

maintained through our online catalog, the z39.50 compliant Voyager system, which includes a fully Web-based public access catalog (HANS), as well as circulation, cataloging, acquisitions, and serials modules. In 2006 we began subscribing to a suite of products from Serials Solutions intended to maximize our students' use of the electronic serials in our collection. The suite includes a federated search engine that searches across our catalog, subscription databases and selected publicly accessible Web sources; an open-URL resolver to redirect results from citation databases to full-text holdings where they are available; machine readable catalog (MARC) records for every title included in our full-text electronic databases so that these records may be found by searches of our online catalog; and Web-based finding tools that search across all our databases by article citation or journal name. The library Web site (IIC.1) acts as a portal to all this information as well as to recommended Web sites and information about the library and its services. In addition to providing our Web site as a virtual gateway to information resources of all kinds, we have recently begun extending the library into other spaces where student learning already takes place. We have integrated library and federated search boxes into WebCT courses, faculty blogs and Web sites; we have created a tool bar, installed on all library computers and available for students to download, that integrates library search options directly into the Web browser; we have shared our holdings information with Web-based search tools such as Google Scholar, Microsoft Live Academic, and WorldCat; and we have begun offering in-person reference and research assistance in the English Learning Center located in the Instructional Computing Center (Hyman Hall).

The college has systems in place that ensure that faculty have input into assessment and selection of library materials. The course and program review process, fully implemented through CurricUNET (IIC.2) as of Fall 2004, ensures that the collection development librarian is apprised of all new programs and courses and can work with relevant faculty to assess existing materials and enhance collections as required. A librarian has been a member of the Curriculum Committee since 1999. In addition, the library has sponsored several "Flex" activities (Weed-a-thons) where faculty assume responsibility for assessing, deselecting, and suggesting additions to holdings in their disciplines. The collection development librarian regularly solicits and responds to faculty requests for materials, and makes selection decisions based on these suggestions along with regular monitoring of standard review sources, regular assessment of interactions between students and reference librarians, and curricular changes as tracked through CurricUNET. When surveyed in 2007, faculty were asked whether they agreed with the statement: "The library staff is responsive to faculty input and needs." Of those with an opinion, 96 percent answered "strongly yes" or "yes," and 98 percent considered this to be an important concern. In our library-generated faculty survey, one faculty member commented: "Every time I have made a request, from a library tour for my students to a video purchase (or even better JSTOR) Ohlone librarians have delivered. They are the most responsive librarians I have worked with" (IIC.3)

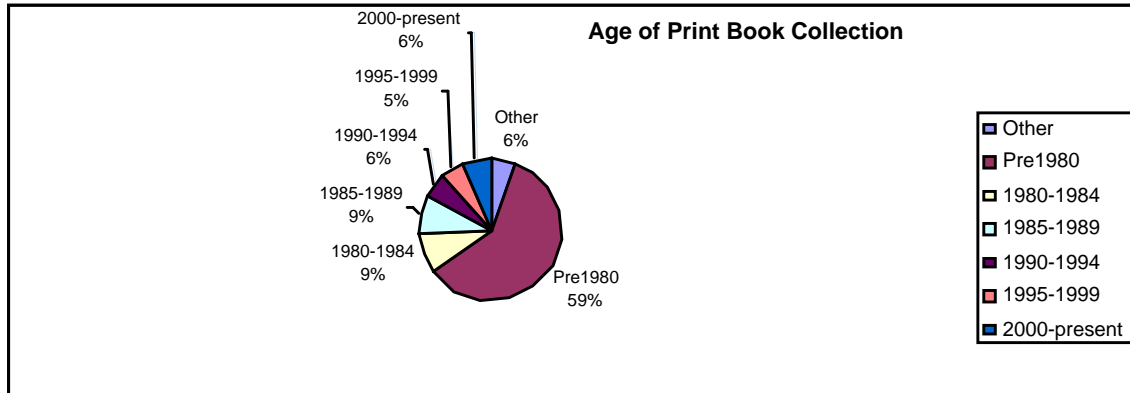
Multiple labs and learning centers on campus support the curriculum and contribute to student learning. The Tutorial Center, part of the Student Technology Center located within the Library, coordinates peer-to-peer tutoring for many disciplines across the curriculum. Beginning in 2006, the center also offers a new program, the Learning Assistant Program/Supplemental Instruction, or "LAPSI." This academic support program follows the nationally recognized Supplemental Instruction (SI) model to provide regularly-scheduled, out of class, peer assisted study sessions that are free, voluntary, and open to every student in a specific course.

In addition to the centralized tutoring services offered through the Tutorial Center, discipline-specific “Learning Centers” offer assistance to students in other locations around campus, supporting learning in math, physics, engineering, English, biology, chemistry, accounting, and health. All tutoring services are offered free of charge to currently enrolled students, and include a variety of faculty and peer-based tutoring on a drop-in or appointment basis, as well as access to self-paced courses in subjects such as vocabulary building, reading comprehension, learning techniques, and spelling. Equipment in the labs includes subject-specific software such as the math programs Mathematica and Maple, and laboratory instruments such as microscopes and spectrophotometers.

Self-Evaluation:

Since our last self-study in 2001 (IIC.4), library and learning support services have continued to be an integral part of student learning at Ohlone College. Especially in the areas of Information Competency, technology, electronic resources, and providing welcoming and innovative environments for learning of all kinds, notable improvements have been made to the services we provide students and faculty. For example, in the library area, we have added numerous electronic resources in support of student learning, including four additional periodical databases, the Serials Solutions suite of products which includes a federated search engine and open URL resolver, and over 10,000 electronic books. Remote access to all our licensed content is straightforward and reliable. Our Web site has been redesigned and brought up to current standards including compliance with XML coding standards for content and the use of cascading style sheets to control site appearance. The library offers wireless Internet access for students and other visitors who have laptop computers. More importantly, over the past few years, the college has drastically improved reliability and support of our student-use desktop workstations, first with a thin client solution, and most recently with PCs running Deep Freeze security software. Our planning agenda from the 2001 Self Study included the goal: “Improve student access to learning resources by increasing ‘up-time’ of all library equipment through sufficient computer technician support.” This goal has been accomplished, as a comparison of surveyed students’ concerns between 2003 and 2007 illustrates. In 2003, our survey of students conducted for that year’s Library Program Review included numerous comments from students similar to: “[Computers] hardly work” and “Undependable, often some are broken.” By contrast, our most recent student survey, from Spring 2007, garnered no complaints other than a few requests for additional computers and even one compliment: “Nice new computers!” (IIC.5).

In the 2001 Self Study, our planning agenda included the goal: “Expand the library’s book and media collections to keep pace with the college’s enrollment and program growth.” The visiting team concurred with this agenda, noting in their report: “Statistical data shows that the book collection of about 61,000 volumes remains insufficient in size and age to support increasing enrollment and curriculum changes, particularly in science and technology... the library would benefit from a reliable, predictable source of funding above the current allocation” (IIC.6). Unfortunately, the condition of our book collection has not improved since this recommendation was made. In spring 2006, we performed a statistical analysis of and plan for our book collection. An updated version of this *Book Collection Upgrade Plan* is included as Appendix A of our 2007 Program Review (IIC.7). The graph below illustrates the overall currency of materials in our print collection, with over half of the collection dating from the 1970s or before.



Far from being an anachronism in the digital age, our book collection is a vibrant part of our students' academic experience and an intellectual resource for the entire Learning College community. Indeed Title V regulations (IIC.8) require that a college with our FTES have, at a minimum, 87,500 volumes. Including our electronic book collection (11,000 titles), we have fewer than 70,000 volumes, and this number shrinks annually as we discard old materials without being able to replace them.

Our book budget is insufficient to replace older materials with high-quality and up-to-date additions, and this situation has been chronic and relieved only sporadically by special short-term funding sources. From the early years of the Ohlone College Library in the 1970s until the 2003-2004 academic year, the budget for purchasing new books remained static at \$30,000; in 2003 the budget decreased to \$25,000. Between the 1998-1999 and 2000-2001 fiscal years our book budget was augmented significantly by "Partnership for Excellence" state funds. Conventional wisdom holds that in the Internet age books are no longer used by students and that circulation statistics will reflect this "sign of the times." However, analyzing recent circulation statistics with reference to our book budget indicates that this assumption creates a self-fulfilling prophecy: when we are unable to buy new, relevant, and appealing titles for our students, they use our book collection less. In contrast, healthier budget years (as when our budget was supplemented by Partnership for Excellence funds) result in a "surge" in circulation of our collection over the following few years as new and relevant materials are available for use.

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Book Budget	\$35,000	\$49,000	\$50,000	\$30,000	\$30,000	\$25,000	\$25,000	\$25,000
Annual circulation	Not available	6,347	6,353	6,801	7,556	7,609	5,818	4,974

Additional evidence comes from our student and faculty surveys, which contain numerous calls to improve our book collection. For example, our students commented:

- "The library should have a lot more books. For example, more fiction books in all genres. Along with this the library should have more non-fiction books as well. It should also have a self-help section for students to counter problems they face."
- "Expand the book budget."

- “Many of the books are outdated and not very useful for researching modern topics like science.” (IIC.5)

Our faculty echo this call for improving our book collection, as these representative examples of survey comments from across the curriculum reflect:

- “Acquire more nonfiction trade books with credible (preferably academic) authors, index, bibliography, notes.”
- “The number of books that are ‘missing’ seems to be sadly high. They are missing and apparently not replaced.”
- “We need more Early Childhood Studies, Child Development, and Education Journals and books.”
- “We need modern print books about environmental and technology topics including: nanotech, biotech, science careers.”
- “Books...don’t forget books!”

When asked to select only one format as the *most important* resource for their students, 28 percent of faculty chose books over journals, electronic databases, library instruction, or any other resource (an additional ½ percent selected electronic books as the most important resource). (IIC.3)

Although our electronic collections are healthier than our print collections, we will need to augment electronic collections significantly to support adequately student learning needs for our growing distance education program and for the new campus in Newark. As envisioned currently, the Newark Center will have a very limited collection of print books and periodicals. As such, the need for expanded collections of electronic resources at the Center will be critical. Currently we do not have separate budgets for electronic resources, other than State TTIP funds earmarked for our core databases, so collection efforts in this area are spotty and reliant on occasional funds.

Tutorial services continue to play a vital role in student success. In a recent survey of students (IIC.9), when asked whether they agreed with the statement, “Sufficient tutoring resources are available in a variety of subjects,” of those students who had an opinion, 79 percent agreed or strongly agreed. Asked whether they agreed with the statement: “My grade in a class has improved because I used the on-campus tutoring services,” 55 percent of all students with an opinion agreed or strongly agreed. When students were asked to choose the three most important questions on the survey, numerous responses related to tutorial services appeared among the open-ended comments. 566 students provided comments, and 47 of these (8 percent) included tutoring as one of the top three most important issues on the survey. By and large these comments were complimentary of the existing tutorial services; indeed, most suggestions for improvement related to expanding the numbers and hours of available tutors, as for example: “All subjects should have tutoring services because all of our minds work differently and some need help with certain subjects” and “Great job with math and English, but sciences need their own area, not just the bio room.”

Surveyed faculty also reflected satisfaction with tutorial services on campus. Asked whether they agreed with the statement, “My students who have utilized the on-campus tutoring and learning centers have shown improvement in class,” of those with an opinion, 82 percent agreed or strongly agreed (IIC.9).

Planning Agenda:

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcome: Improve the currency, quality, and quantity of library book collection to support instruction and student success across the curriculum. Analysis of the collection shows that an increase in the overall annual book budget from \$25,000 to \$50,000 is necessary to meet the expressed student and faculty need, and to approach compliance with Title V minimum standards (IIC.8).

Tasks: 1) Submit the *Collection Plan (Appendix A to the 2007 Library Program Review)* (IIC.7) as documentation for the request of “one time” dollars to purchase materials for those areas most in need of augmentation. Areas include high circulation subject classifications like literature, psychology and the social sciences, basic skills/ESL collections, and areas such as art and photography where the quality of print reproduction is superior to electronic sources. 2) Support the curriculum of the Newark Center and distance education programming by establishing an annual budget within the College General Fund for electronic reference books and electronic journals to the effect of augmenting print holdings at both campuses 3) Library staff will work with Foundation staff to aggressively pursue the Endowment Campaign, initiated in February, 2000, to provide additional funding for library books. 4) Continue to collaborate with faculty from across the curriculum in appropriate deselection (weeding) of out-of-date books, and selection of current, high-quality print resources.

Ensuring ongoing compliance: Continue to monitor collection improvement as part of the program review process and effective allocation of funding.

Impact on student learning: Access to a varied, authoritative, and up-to-date collection, one that is responsive to the broad range of disciplines characteristic of the undergraduate curriculum, offers crucial support to students and faculty for projects, papers, presentations, and the development of essential lifelong information literacy skills needed by 21st century workers and citizens.

Standard II. 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.

Description:

Through the department of Library Science, the institution provides ongoing instruction to assist students in developing skills in information competency. Information Competency is the major Student Learning Outcome identified for the library program (IIC.7, IIC.10, IIC.11), and is addressed by several means, including formal library science coursework, library instruction

sessions offered to groups of students throughout the semester, daily one-on-one reference interactions, and online tools set-up by library staff.

Two formal for-credit courses are offered through the department and, as their course outlines reflect (IIC.2, IIC.12), each explicitly addresses information competency concepts in its expected student learning outcomes. As the following excerpt from our program review reveals, our Library Skills courses have been increasingly effective over the past several years:

“Analyzing data from the California Community College Chancellor’s Office Datamart system reveals positive trends in the numbers of students we are reaching through Library Science coursework, in their retention in these classes, and in successful course completion rates. Comparing data from two periods, fall 1997 (when LS-151 was added to our class roster) through fall 2002, and spring 2003 (when our previous program review was written) to present, we found that:

- Average semester enrollment between fall 1997 and fall 2002 was 21, while average semester enrollment between spring 2003 and summer 2006 was 46, an increase in enrollment of 119 percent over the past three years.
- The average retention rate between fall 1997 and fall 2002 was 83 percent, while the average retention rate between spring 2003 and summer 2006 was 89 percent, an increase in retention of 6 percent over the past three years.
- The average success rate between fall 1997 and fall 2002 was 59 percent, while the average success rate between spring 2003 and summer 2006 was 71 percent, an increase in student success of 12 percent over the past three years.” (IIC.13)

Our library instruction sessions reach approximately 1000 students each semester, primarily in English composition courses (IIC.14); these sessions also positively impact information competency student learning outcomes. When asked whether they noticed an improvement in their students’ research skills following a library instruction session, 100 percent of surveyed faculty answered in the affirmative (IIC.3). Students also rated their instruction sessions highly in our student survey, with 91 percent describing the session as either “excellent” or “good,” and all of the remaining 9 percent selecting “average” rather than “poor” (IIC.5).

In addition to offerings for students, the library staff routinely offers Flex workshops for faculty and staff to remain current with library resources and hone their information competency skills. Since 2000, we have had an attendance of nearly 100 faculty members at nine Flex workshops focusing on topics related to library resources (IIC.15).

Beginning with the 2004-2005 catalog, the college implemented a general education requirement for information competency for all associate degrees (IIC.10). Intended to ensure that all Ohlone graduates are able to locate and use information effectively and efficiently, the requirement combines basic computer literacy with research and critical thinking skills. Students may fulfill the requirement either by taking courses offered through the Library Science department, or by demonstrating competency using a test-out option. Two academic programs, Registered Nursing and Physical Therapy Assistant, have, in collaboration with library faculty, incorporated information competency “modules” into their coursework; students within these programs do not need to take further coursework to fulfill the Information Competency requirement.

Self-Evaluation:

The college has done a good job of institutionalizing the commitment to information competency by instituting the Information Competency General Education requirement, and faculty librarians make daily inroads into improving students' information competency skills via library skills coursework, library instruction, providing useful online tools, and daily reference interactions. However, some roadblocks still exist to achieving excellence in this area. For example, with the creation of the Innovation and Technology Center in what was the library's classroom, we are currently hampered by lack of dedicated space for library instruction and workshops. While the faculty librarians believe in the value of a hands-on learning experience for students in library instruction, since the loss of our classroom within the Learning Resources Center, most library instruction has taken place as lecture/demonstrations in classrooms across campus.

Planning Agenda:

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcome: Increase student mastery of Information Competency (IC) Standards, as defined by the Academic Senate of the California Community Colleges in 2002 (IIC.16), and measured through a systematic implementation of data collection and analysis to track continued progress.

Tasks: 1) Designate a technology-enabled classroom dedicated to IC instruction and ongoing workshops, thereby impacting greater numbers of students and faculty and improving the effectiveness of IC instruction. (Follow detailed recommendations included in the Library Program Review, Spring 2007 [IIC.7], for developing such a space.) 2) Increase offerings of ongoing workshops for faculty and students to promote IC for the entire Ohlone learning community. 3) Increase quantity and quality of online resources (subject guides, IC tutorials) for students and faculty to facilitate asynchronous, individual IC instruction accessible from LRC Web site and available to embed within online courses for distance learners. 4) Continue to collaborate with other program areas to embed IC instruction throughout the curriculum. 5) Design instruction of English 101A to fulfill the IC general education requirement, thereby reaching a large number of transferring students as well as AA/AS candidates. 6) Develop customized IC instructional strategies and services to accommodate the integrated, cluster approach to the curriculum proposed for the Newark Center. 7) Design new, and refine existing, instruments of measurement designed to collect useful learning outcome data, and systematize their application throughout the IC instructional program. 8) Establish an annual "Library Prize for Research Papers and Projects" recognizing excellent research and use of library resources.

Ensuring ongoing compliance: Measure the direct impact of improved IC skills on student learning through a variety of metrics: pre- and post-testing; analysis of student success through statistics gathered on retention, completion and persistence among students taking formal IC skills courses with the general student population. Continue to collect and analyze data on the effectiveness of our instructional program via faculty and student surveys, exit interviews, and workshop evaluations as part of the program review process.

Impact on student learning: Improving the delivery of Information Competency (IC) instruction will increase student academic achievement, and develop essential life-long learning skills needed by 21st century workers and citizens.

Standard II. 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.

Description:

On the whole, the college does a good job of providing all students and faculty with access to library resources and other learning support services, regardless of their location, department, means of access, or any other factor. Our library Web site (IIC.1) provides students and staff with “always on” on-site and remote access to our online catalog, our periodical databases and electronic book collection, and other library-generated learning resources. Remote access to our electronic collections is seamless and generally trouble-free: students, faculty, and staff log in once per browser session, using their student or staff ID and last name, to access any licensed content they encounter during that session. The file underlying this remote authentication is, as of 2006, updated automatically every night, and this automatic process has all but eliminated calls from users unable to access our resources. We actively reach out to distance learners and online faculty; for example, we offer a flex workshop called “Integrating Library Resources Into Your Online Class” that covers incorporating library search boxes into WebCT course management software and adding a “Librarian presence” in online classes to assist in the class with research and reference questions. In the spring of 2007 we initiated a pilot program called “Library Without Walls” during which we provided reference librarians in the Hyman Hall English Learning Center, located across the campus from the physical library.

Self-Evaluation:

Since our previous Self Study, the library has greatly improved our methods of providing remote access to electronic resources including our online catalog, periodical sources, and electronic books. Prior to 2001 our users were required to log into each resource using a different password; with the adoption in spring 2001 of EZProxy software our users now login only once per browser session, using their student or staff ID and last name, to access all licensed content they might encounter during that browser session. This system is very reliable and has been virtually trouble-free, especially since the implementation of a nightly automatic update to our authentication file this past year.

The library’s current open hours, 7:45 a.m.-7:45 p.m. Mondays through Thursdays and 7:45 a.m.-4:45 p.m. on Fridays, were reduced during budget shortfalls in 2002. At that time we eliminated Saturday hours and began closing the library at 7:45 p.m. rather than 8:45 p.m. Saturdays and the last open hour of the evening were extremely low traffic times in the library; it was not uncommon to have three students visit the library during the entire four hours the library was open on a Saturday. However, factors such as scheduling changes and the compressed

calendar may be changing students' needs for open library hours. The student survey conducted by the Office of Institutional Research in spring 2007 (IIC.9) reflects some dissatisfaction with current library hours. Of those students who had an opinion about library hours, 21 percent answered "No" or "Strong No" to whether they agreed with the statement: "The current library hours meet my research and study needs." For evening only students, the percentage was much higher, at 32 percent. This increase raises concerns about equal access to services for evening and weekend students.

In addition, in the open-ended comment section of the survey where students were asked to identify the most important questions on the survey and explain why they were important, 24 people (4 percent of the total respondents to this question) provided comments related to library hours (three were positive comments). As reflected in these example comments, students are interested in extended evening and morning hours as well as weekend hours: "Library closes too early all the time I never go there because of the schedule especially bad for night students," "Sometimes I want to study during the weekend and Ohlone has a great library," and "Library open how [hours] is very important because my class starts at 7:45 a.m., 8:00 a.m. and sometime I need to use Library before class start. -Open library early."

We strive to ensure that all educational programs have adequate materials in the library; however, a recent analysis of our collection, along with student and faculty comments from surveys and focus groups, indicate that some areas of the collection need improvement. Appendix A of our *Collection Upgrade Plan* (IIC.7) breaks down the print collection by date of publication and subject area, revealing those areas lacking up-to-date materials.

Tutorial services are a strong part of the learning support services offered at Ohlone; however, a recent student survey (IIC.9) revealed that there was room for improvement in the tutoring services offered to evening students and to certain disciplines. Asked whether they agreed with the statement, "Sufficient tutoring resources are available in a variety of subjects," of those students who had an opinion, 79 percent agreed or strongly agreed. Of evening only students, however, the percentage agreeing dropped to 75 percent. At the same time, evening students reported that they were somewhat more likely to improve their grade with tutorial services. Asked whether they agreed with the statement: "My grade in a class has improved because I used the on-campus tutoring services," 58 percent of evening only students with an opinion agreed or strongly agreed, as compared to 55 percent of total students with an opinion. Student comments reflected the need to expand services in certain areas:

"There are not sufficient tutoring services for deaf students in advanced classes. I would suggest Ohlone hire students who can tutor in ASL."

"As an evening student I always face the problem that there are not services. I think that at least once a week, evening students could have available those services like tutoring, admission and records and all other student services, at least until 9 p.m."

"Great job with math and English, but sciences need their own area, not just the bio room."

Planning Agenda:

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcome: Provide adequate access to the LRC and LRC learning support services for both campuses, regardless of student or faculty location or means of delivery.

Tasks: 1) For the Newark Center, develop services that provide equal access to LRC collections and services. Initiatives should include: a) Increased electronic holdings for reference and periodicals to deliver high-quality, current resources; b) Same day delivery of books and instructional media; c) Rotating discipline-specific book collections; d) Purchase of streaming media for distance learners and other off-campus users as resources become available and technology evolves; e) Centralized, copyright-compliant and potentially outsourced digitizing of electronic course reserves and online course materials. 2) Continue “Library 2.0” initiatives (an interactive model for the design and implementation of technology-driven LRC services and applications, (IIC.17) to reach all students regardless of location or means of access. 3) Investigate feasibility of extending Fremont LRC open hours and addition of weekend hours. 4) Add discipline-specific materials to the collection based on recommendations in the *Collection Upgrade Plan*, Spring 2007 (IIC.7).

Ensuring ongoing compliance: Surveys and focus groups of students and faculty at the Newark center will need to be conducted along with the surveys of Fremont-based students and distance learners we already conduct to determine whether the planned service improvements are effective and to assess their contribution to student learning.

Impact on student learning: The above planned activities and improvements are intended to foster student success by removing barriers to learning for remote, evening, and Newark-based learners.

Standard II. C.1.d.

The institution provides effective maintenance and security for its library and other learning support services.

Description:

The college provides adequate security for its library and other learning support services. 3M security gates at both entrance and exit doors secure physical library materials within the library building; however, materials security is negatively impacted as students with disabilities must bypass the security gates to use the elevators which are external to these gates. Regular backups secure daily database updates to the library’s automated Voyager system. Campus security personnel respond rapidly to any requests for their assistance; our recent library staff survey found that most staff highly rated their sense of personal safety within the library.

Self-Evaluation:

In terms of long term maintenance and capital improvements, the institution recognizes a need to renovate and expand the existing library. The library’s most recent program review in spring 2007 notes several areas in need of improvement, from the need for a library instruction classroom, to improving ADA access between the third and fourth floors, to enhancing study and

learning spaces with updated furnishings and improved lighting throughout the library. In spring 2003 the college submitted to the State Chancellor's office an Initial Project Proposal (IPP) applying for funds to renovate and expand the Learning Resource Center (IIC.18). A Bond measure was passed in 2002 to provide the matching funds for this effort, although that funding has since been transferred to other facilities needs. Recent student, faculty, and staff surveys (IIC.3, IIC.5) reflect dissatisfaction with the physical current physical state of the library and the impact of this state on their learning. As one student put it: "The lighting is not very well upstairs and the old feeling is still present. With all the upgrades going on around campus, I feel as if the library is neglected. It still feels like the 90's when I walk into the library. I've gone to libraries in San Jose and Milpitas, including San Jose City College's library and they're very modern in terms of a library. The dragging brown colors and dark aura make it harder to concentrate and STAY AWAKE during studying."

Modern, inviting, and well-functioning library and learning support facilities contribute to several college values and goals, including supporting lifelong learning and the Learning College Model; stewardship of our physical resources; supplying "enhanced facilities" in support of learning communities and cohort groups; the promotion and maintenance of an accessible, clean safe and healthy college environment; and the development of a district-wide facilities plan. Working to improve in this area will embrace the accreditation themes of: "Institutional Commitments" and "Evaluation, Planning, and Improvement."

Planning Agenda:

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcome: To achieve long-term maintenance and capital improvements necessary to increase effectiveness of learning support services.

Tasks: 1) Develop long-term goal initiatives for addressing LRC facility needs. These initiatives should include: a) Designation of a dedicated, state-of-the-art, Information Competency (IC) instruction classroom; b) Provision of more functional, quiet, individual study space; c) Overall renovation and upgrade of LRC facility, including better ADA-compliant access to the collection and study areas on the fourth floor; d) identifying new sources of funding to match expected State funding resulting from the Initial Project Proposal (IPP) submitted in 2003. 2) Develop short-term goal initiatives such as complete cosmetic upgrades, including more functional furnishings.

Ensuring ongoing compliance: Continue to engage in current evaluative practices initiated for the most recent program review, including student, faculty, and staff surveys to elicit input from users on the impact of the physical state of LRC facilities on student learning.

Impact on Student Learning: As reflected in numerous student and faculty comments, the library's physical space directly impacts our students' ability to study, learn, receive instruction, and succeed at the college.

Standard II. 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.

Description:

The library relies on outside consortia and vendors to support and supplement our collections and services. We maintain consortia memberships where such membership provides cost-savings and other benefits to our students; for example, our participation in the Community College Library Consortium through the Community College League of California provides for substantial group buying discounts for electronic resources such as ebooks and online databases.

The following formal agreements exist and are on file in the library offices (IIC.19):

- Maintenance contracts with our Integrated Library System vendor, Ex Libris
- Contracts with our bibliographic utility and ILL provider, OCLC
- CCL League Contract
- Standard licensing agreements with providers of our ebooks and online databases

We review these contracted services on a continuous basis to ensure they continue to meet our users' needs. For example, we review and adjust electronic database subscriptions annually incorporating information such as feedback from students and faculty, database use statistics compiled locally, and product reviews provided by our consortium. A recent statistical analysis comparing database usage statistics by database between 2002 and 2006, which appears as Appendix B to our spring 2007 Library Program Review (IIC.7), will be used as the basis for determining which database subscriptions to continue into the coming academic year. In another recent example of the results of our continuous evaluation of contracted services, during 2006 we reevaluated our mechanism for receiving catalog records for new books. Our reevaluation resulted in cost savings and a more efficient technical services workflow: we now receive catalog records from OCLC via their Promptcat service as part of a flat-fee subscription to OCLC services, rather than buying these records separately from our book vendor Baker & Taylor.

Self-Evaluation:

Practical and cost-saving contracts with consortia and outside vendors allow us to maximize the resources available to our students, thereby contributing to several college values and goals, including supporting lifelong learning and the Learning College Model, and stewardship of our financial resources. The excellent electronic resources we are able to supply through consortial agreements directly support the major accreditation theme of Student Learning Outcomes.

Planning Agenda:

The college is in full compliance with this standard. No planning agenda is needed.

Standard II. 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.

Description:

The program review process is our primary evaluative tool, and the fundamental organizing principle of this review process is program student learning outcomes. As part of the review process we develop questionnaires for students and faculty to determine the adequacy of library and learning support services and to measure their relationship to student success. Internal Learning Resource Center (LRC) staff questionnaires are also distributed. Library faculty and staff and college administration use these survey results as well as other statistical analyses to evaluate the quality of the LRC and to make on-going improvements. Tutorial Services conducts an annual survey of their users, incorporating input from labs across the campus (IIC.20).

Self-Evaluation:

We strive to ground recommendations for program changes directly in ongoing assessments of our program's impacts on student learning. In terms of library collections, our automated environment makes it easy to collect and analyze the use of library materials and services. For example, reports generated by our library circulation system give an accurate picture of the age of our print book collection by subject area. This data, combined with circulation statistics, is used to help guide our purchasing decisions (IIC.21). In another example, annually compiled database use statistics demonstrate increasingly heavy use of all our electronic subscriptions (searches increased 88 percent between 2002 and 2006) while also revealing database-specific use patterns. Analysis of these statistics guides both instructional and purchasing decisions, leading, for example, to increased instruction for faculty and students about under-used resources or to reconsideration of continuing subscriptions to these resources.

Faculty and student input are both critical components of our program recommendations. The college's curriculum software, CurricUNET (IIC.2), automatically sends new courses, major course revisions, and new programs to the library's collection development librarian for review, thus linking purchasing decisions directly to course and program needs. Student input has been an important tool for ongoing improvement, both supporting and validating our assumptions about our programs strengths and weaknesses (such as our need to update our book collection and physical facilities) and revealing surprising areas of concern (such as the need to revisit the adequacy of our library open hours).

Planning Agenda:

The college is in partial compliance with this standard. The following planning agenda has been developed for improvement to reach compliance.

Outcome: Contribute to the achievement of student learning outcomes by providing adequate LRC and other learning support services. Provide evidence of this goal through the on-going evaluation practices currently employed, and development of new strategies to increase value of user input.

Tasks: Design and implement strategies for new, interactive models for evaluating services, such as: systematic program of pre- and post-testing to measure student achievement of Information Competency (IC) Standards following instruction through Library Science classes, workshops, orientations, and other outreach efforts (most efficiently administered electronically on-site of dedicated, technology-enabled, IC instruction classroom); exit interviews with faculty following collaborative instruction to measure student application of IC Standards in content areas; student and faculty surveys and evaluations; use of Colleague data to compare of student success rates between students who have taken formal IC coursework (LS-101) and those who have not.

Ensuring ongoing compliance: Continue to provide current evaluative practices (online channels to elicit input from users initiated for the most recent program review).

Impact on Student Learning: Effective, on-going evaluation of learning support services ensures dynamic responses to the needs of evolving curriculum and clientele.