Library and Learning Support Services

II. B.1

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

The San Jose City College Library supports the programs of the College and the learning needs of a diverse student population by providing a rich variety of learning resources and instruction in the principles of information competency. The Library Mission Statement (see Document A).

Evidence of Meeting the Standard

Services

The library provides services that support the educational endeavors of students, faculty, and staff. Located on the second and third floors of the Learning Resource Center, it was planned with input from library and learning resources faculty and staff, campus administrators, and the Facilities Committee. It was designed according to ADA standards.

Study areas are found throughout the library. Ten group study rooms, available for groups of two or more students, accommodate up to eight people and are equipped with large tables, white boards, and Internet access. The rooms are heavily used, particularly at midterm and finals time. Individual study is enhanced by the availability of private carrels, spacious open study areas, and comfortable furniture that invite relaxation, reflection and leisure reading (see Document B).

The library reflects its role as a teaching and learning location by providing a 30-seat electronic research lab that is reserved for library instruction (see Document C). In addition, the building contains two conference rooms, one of which has video-conference capability.

The library is open 47.5 hours per week during the Fall and Spring semesters (see Document D). Prior to Spring 2011, the library was open 59.5 hours per week; due to budget cuts, evening and Saturday hours were eliminated. During Summer Session 2014 and 2015, the library increased its schedule by an additional 3.5 hours/day; the library was open Monday through Thursday from 8:30 a.m. to 6:00 p.m., rather than its usual summer schedule of 10:00 a.m. to 3:00 p.m. Likewise, Intersession 2015 saw an increase by adding Fridays to the usual Monday-Thursday schedule, 11:00 a.m. to 6:00 p.m. (see Document E).
The library provides services and resources to students who access the library from off-campus, or after regular operating hours. The library’s Distance Education webpage provides links to databases, e-books, research and citation guides (see Document F); the library homepage provides information on hours of operation, loan periods, computer availability, reference service, interlibrary loan, and other resources and services (see Document G). Students are able to access the online catalog and renew library materials at any time.

**Library Collections**

The librarians select, acquire, and catalog materials that support the instructional programs of the college. They develop and maintain resources that are current, authoritative and varied in format, level of expertise, and viewpoint (see document H). Instructional faculty are encouraged to consult librarians to ensure that their courses are supported with adequate research materials. When faculty create or revise courses, the curriculum management system, CurricUNET, provides a link to the library catalog so holdings can be reviewed and the collection evaluated. Librarians are alerts when faculty indicate that a subject area needs strengthening (see Document I).

The library houses a large reserve collection of textbooks and instructor materials that is used heavily by students. In Spring 2015, the librarians received $12,000 from the Basic Skills Initiative Committee to augment the collection with textbooks required in basic skills courses (see Document J).

Librarians provide resources in a variety of formats, both printed and electronic, to meet the information needs and learning styles of students and faculty, both on and off-campus. Faculty, staff, and offsite students are able to access electronic library resources through a proxy server by providing their first and last name and student or staff ID number (see Document K).

**Computers, equipment, and technology**

The library provides 22 personal computers in the reference area, six laptop computers for student use in group study rooms, and five laptops for extended borrowing by faculty and staff. The library classroom is equipped with 30 computers, a teacher’s podium with computer projection capability, an audio-visual system, and an overhead projector (see Document L).

DVD/CD and VCR players are available at six viewing stations. There are two photocopiers and a computer printing system (GoPrint) that prints in black and white or color. Wireless access is available throughout the building (see Document M).

Disabled students have access to computer equipment and furniture that are compliant with the Americans with Disabilities Act. A reserved work station is equipped with an adjustable table, a text enhancer, and the full MS Office and JAWS (see Document N).
In 2014, SJCC and EVC libraries used bond funds to upgrade their shared library system (see Document O). Through the purchase of the Sierra application from Innovative Interfaces, Inc., a variety of add-on features were acquired, such as:

- An automated book ordering system
- A feature that allows online fine payment and removal of library holds
- A collection analysis tool that provides details of subject coverage and item usage statistics
- A catalog function that combines the retrieval of print materials, journal articles and other media in one search.

**Instruction**

Librarians provide individual and group instruction to support the educational goals and objectives of all students. They incorporate the principles of information competency as they teach research methods and assist students in locating information. These principles include the ability to access, retrieve, analyze, evaluate, apply, and document sources (Library Program Student Learning Outcome #1). These skills contribute to student success and are essential to lifelong learning.

The library orientation is the primary means through which students receive structured instruction in research methods and information competency. Orientations are publicized at the beginning of each semester, and faculty can schedule sessions using the Orientation Request form on the library’s Faculty Forms webpage (see Document P). Orientations can be tailored to a particular assignment or subject focus and limited to a particular research method. Instructors are encouraged to bring students to the library classroom to provide them with hands-on online research practice. However, librarians will travel to an instructor’s classroom upon request.

Librarians design information competency instruction to meet the needs of students at all levels - from basic skills to transfer students (see Document Q). They offer instruction for students both on and off-campus in various forms, such as online research guides and tutorials (see Documents R and S). An information competency course, LIB 015 - Electronic Research and the Internet, was developed through the college’s regular curriculum process and is available for offering in the online format, but has not been scheduled since Spring 2013 (see Document T).

**Supporting Evidence**

A – Library Mission Statement: [http://www.sjcc.edu/current-students/library](http://www.sjcc.edu/current-students/library)

B - Library Tour: [https://youtu.be/IEUmG4QkxNo](https://youtu.be/IEUmG4QkxNo)
Analysis and Evaluation (in-progress)

Meet standard and monitor

Yes, will continue to monitor by ...

Changes made as a result of self-evaluation
• Need to increase library hours of operation to provide equity for evening and Saturday students.
• Computer and printing problems require more intensive analysis by CTSS
• Online fine payment system (Ecommerce) needs to be implemented, but requires assistance from CTSS
• The inaccessibility of light fixtures in the library makes changing burnt out lights impossible, contributing to an increasingly dark atmosphere and unconducive to studying in some areas.
• The public address system needs augmentation in order to be heard on the 3rd floor and in the group study rooms. This is a safety feature that should be addressed as a priority.

II.B.2 Description

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.

The librarians will select, acquire, and maintain a current collection of print, audio-visual, and electronic resources to support, augment and supplement the college curriculum, course assignments, student success, and lifelong learning. (Library Service Area Outcome #1)

Evidence of Meeting the Standard

Selection of materials

Librarians develop and maintain a collection of resources that are current, authoritative, varied in format, level of expertise and viewpoint, and that are appropriate to the Mission of the College. They strive to meet the needs of all academic programs by balancing the library’s collection to support the requirements of the general education and transfer curriculum, to supply the specialized resources required for CTE and two-year degrees and certificates, and to make available pre-collegiate materials needed by basic skills and ESL students.

Each librarian is assigned collection responsibilities based on their subject expertise and academic degrees. The library’s Collection Development Policy guides the selection of print, audio-visual and e-resources; suggestions from faculty, staff and students are carefully considered. Professional reviewing sources and publisher catalogs are regularly consulted to help librarians develop physical and electronic collections of high quality. Within the constraints of available funds, the library acquires materials and media in a variety of formats (See Document A).
**Liaison with faculty**

The librarians act as liaison to instructional programs in order to stay current with their needs for books, periodicals, audio-visual items and database subscriptions (see Document B). They attend departmental meetings when possible and engage instructional faculty in dialogue to assure good representation of all disciplines within the collection, both in print and electronic format (see Document C). Librarians collaborate with faculty and division deans to arrange funding for specific resources when the library budget is insufficient to do so (see Document D).

Librarians acquire resources based on subject content, Student Learning Outcomes (SLOs) and the modality of individual courses. When new or revised courses undergo the curriculum review process, faculty complete the “Library Resources” section of the course outline of record (COR) indicating whether or not library resources are sufficient to support the course (see Document E). A librarian who is a member of the Instructional Policies and Curriculum Committee (IPCC) alerts colleagues when faculty indicate that library resources are insufficient for a course, and the librarian liaison for that department contacts the faculty course writer to discuss purchasing the necessary materials.

**Library Collections support student learning**

Library materials include both traditional hard copy and electronic materials. As of Fall 2015, library holdings included 66,975 books, 3,147 media items, and 55 periodical subscriptions. The library maintains a collection of 72 databases and 531 electronic books, accessible 24/7 both on and off-campus (see Document F). To be responsive to the needs of remote access library users, and in order to provide equal service to distance education students, the majority of the collection development budget is spent on resources in electronic format (see Document G).

The library maintains a Reserve Collection that provides textbooks and other materials provided by instructors to support their course curriculum and to help students who cannot afford to purchase expensive textbooks. Funds provided by the Basic Skills Initiative Committee allowed the librarians to purchase $12,000 worth of required textbooks for basic skills courses (see Document H).

Librarians have dedicated substantial time and resources in the development of collections focused on the needs of ESL and basic skills students. A collection of graded reading material (Easy Readers) is highly utilized by all levels of developing readers, and series books published for middle school and high school reading levels are very popular (see Document I and J). In addition, books appropriate for basic skills math, reading, and English courses are “tagged” in the online catalog and featured on the library’s ESL Resources webpage (see Document K).

The “Success Collection”, inspired by the content and SLOs of Guidance courses, features books that inspire, encourage, and instruct all students, but particularly those who are new to college or are re-entering as adults (see Document L).
Recently purchased books and book displays dedicated to cultural heritage months are featured in the library homepage’s “What’s New” box and are publicized campus wide through email announcements (see Documents M and N).

Supporting Evidence

A – Library Policy for Selection of Books and Other Materials: 

B – Link to Librarian Liaison document (in progress)

C – Link to Librarian Meeting agendas that include reports of librarian visits to departmental meetings (in progress)

D – Link to email related to funding of LexisNexis database by the Pathways to Law Program (in progress)

E - Library Resource section of the Course Outline of Record, CurricUNET screen-shot (in progress)

F – Link to ACRL (or CCL) survey data for Collections (in progress)

G – Link to 2015-16 Library Budget (in progress)

H – Link to email announcing purchase of textbooks or to article in Roar, campus newsletter (in progress).

I – Easy Reader Collection
http://library.sjeccd.edu/search~S0/?searchtype=d&searcharg=easy+reader&SORT=D&extended=1&SUBMIT=Search&searchlimits=&searchorigarg=easy+reader+collection

J – Series Books for Intermediate and Advanced ESL/Basic Skills Students
http://www.sjcc.edu/Library/Documents/Library_Resources_Series_Books_for_Intermediate_and_Advanced_ESL_and_Basic_Skills_Students4._rev.pdf

K – Skill Builders – Math
https://encore.sjeccd.edu/iii/encore/search/C_Sskill%20builders%20math__Orighresult_U?lang=eng&suite=cobalt

   Skill Builders – ESL
https://encore.sjeccd.edu/iii/encore/search/C_S%22skill%20builders%20esl%22__Orighresult_U?lang=eng&suite=cobalt

   Skill Builders – Reading & Writing
https://encore.sjeccd.edu/iii/encore/search/C_S%22skill%20builders%20reading%20and%20writing%22__Orighresult_U?lang=eng&suite=cobalt
Analysis and Evaluation (in progress)

Meet standard and monitor

Yes, will continue to monitor by ...

- Keeping track of annual spending on basic skills materials
- Continue to request BSI funding for basic skills textbooks

Changes made as a result of self-evaluation

Need to:

- Analyze collection by subject, publication date, and usage
- Arrange for CurricUNET Library Resources reports

II.B.3 Description

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The librarians determine the adequacy of its materials and services in support of identified student needs through both internal self-evaluation and external assessment provided by faculty and students.

Evidence of Meeting the Standard

Evaluation methods

The librarians carry out formal assessments during the four-year program review cycle to determine the effectiveness of library services in the support of student educational needs. During academic year 2014-2015, the library completed its comprehensive program review, which included the assessment of all three program outcomes:
Student Learning Outcome #1
Students will acquire information competency/literacy skills, which include the ability to access, retrieve, analyze, evaluate and apply, and document sources.

Service Area Outcome #1
The librarians will select, acquire, and maintain a current collection of print, audio-visual, and electronic resources to support, augment and supplement the college curriculum, course assignments, student success and lifelong learning.

Service Area Outcome #2
The librarians will provide access to and assistance with information resources for students, faculty, staff, and community; they will promote information resources in all appropriate forms.

During Academic year 2015-2016, the library began a new cycle of program assessment. Service Area Outcome #2, related to library access, was assessed by surveying student satisfaction with the library hours of operation and services. Questions were also formulated to determine the primary reasons for student library use; reasons for non-use are also elicited (see Document A).

Library statistics are reviewed on a periodic basis to gauge trends in general library usage, circulation of materials, number and type of reference desk transactions, orientation requests, and use of electronic resources (see Document B). The statistical review is used to determine appropriate hours of operation, selection of resources, and the effectiveness of publicity methods.

Input from instructional faculty is valued; librarians visit departmental or divisional meetings to promote library services and to invite suggestions for improvement. Librarians also develop effective relationships with students and administrators to publicize resources and services, as well as to gather information and recommendations about future library needs. The three full time librarians, as active members of campus committees, endeavor to strengthen contacts outside of the library (see Document C).

As a part of the curriculum development process, librarians pay close attention to faculty evaluation of library materials related to specific course creation or revision. The Library Resources section in the Course Outline of Record (COR) requires faculty to determine the sufficiency of library resources related to the course under review and provides them with a form to suggest library purchases (see Document D).

Program review is another avenue through which librarians keep abreast of instructional program needs. One librarian as a member of the Program Review Committee, stays informed of changes in program curriculum, student learning outcomes, and library resource needs. Within the context of program review, faculty can request that the library purchase materials
related to its program needs, or can request that its own program fund items that the library budget is insufficient to fund (see Document E).

**Student learning outcomes**

The library program Student Learning Outcome (SLO) is the basis for instruction whether it takes place with individual students at the reference desk or during a class orientation (see Document F). This SLO used to be assessed on a regular basis by the instructor of LIB 015 - Electronic Research and the Internet, however since the course is no longer offered, assessments are now administered by as many as five different librarians within the context of library orientations. In an effort to standardize the content and assessment of orientations, library curriculum was developed that corresponds to the college’s three read/write advisory levels (see Document G). Assessments appropriate to these levels are available to determine the effectiveness of orientation content and teaching methods (see Document H). In addition, assessments accompany the library’s online tutorials are planned in order to evaluate their usefulness as instructional tools.

Librarians work with discipline faculty in the development and design of curriculum, assignments, and assessments that utilize library resources (see Document I). After orientations, library worksheets can be assigned to students, graded and scored by the librarian, and then returned to faculty, providing valuable evaluative data to both. Several faculty in the English Department collaborate with librarians in a series of short, “Small Bites”, orientations designed to complement course content and scheduled to coincide with project due dates (see Document J). The librarians analyze course content, SLOs, and proficiency level of students in order to partner effectively with faculty.

**Basis for improvement**

During Fall 2014, an assessment of PSAO #1 regarding the use of library materials was completed and the results used as a basis for budget planning. Circulation statistics of print periodicals were analyzed and determined to be too low to justify the amount of money spent on subscriptions. “Project Open Shelves” was developed to encourage use of back issues of magazines, but after one semester, no appreciable increase in use was noted. As a result, the following year the librarians reduced the periodicals budget by approximately 30% (see Document K).

Faculty input was vitally important when the Basic Skills Initiative Committee provided the library with $12,000 for purchasing course textbooks for its reserve collection. The project librarian contacted faculty who teach basic skills courses to request title suggestions. Based on faculty response, multiple copies of textbooks were purchased (see Document L). Assessment is planned that will correlate textbook access to student success rates (see Document M).

Books and other materials were acquired as a result of communication between librarians and instructional faculty, including the following:
• Subscription to LexisNexis database to support 2+2+3 Pathways to Law Program curriculum (see Document N)
• Ordering of materials for new/revised courses as a result of responses to the Library Resources section in the CurricUNET (see Document O)
• Maintenance and continued improvement to Easy Reader Collection
• Purchase of approximately $2,000 worth of ESL/Basic Skills materials (see Document P)

Changes in orientation content or materials developed as a result of librarian and faculty collaboration:

• Online research guides were created or updated (see Document Q)
• Orientation content was standardized according to newly adopted library curriculum

Supporting Evidence
A – Library Usage Survey (in progress)
B – Library Annual Program Review for 2015-16
C - Link to Librarian Liaison document (in progress)
D - Library Resource section of the Course Outline of Record, CurricUNET screen-shot (in progress)
E – Comprehensive Program Review form for Academic Affairs (in progress)
F – Library SLO posted on http://www.sjcc.edu/current-students/library
G – Library Curriculum (in progress)
H – SLO post-orientation assessments (in progress)
I – evidence needed
J – Summary of Small Bites orientations (in progress)
K – Link to Assessment Report for Fall 2014 (in progress)
L – Link to BSI materials tagged in Encore catalog (in progress)
M – Assessment correlating use of reserve textbook to student retention and success (in progress)
N – Evidence of non-library funding of LexisNexis (in progress)
O – CurricUNET report providing requests for library purchases
Q – Online Research Guides: http://www.sjcc.edu/current-students/library/research-guides

Analysis and Evaluation (in progress)
Meet standard and monitor
Yes, will continue to monitor by ...  

Changes made as a result of self-evaluation

Need to:

- Develop organized method to guide purchase of e-books
- Establish orientation assessment quotas
- Revise LIB 015 or create a new library course

II.B.4 Description

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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

The library depends on services provided by both external institutions and internal college departments for the smooth operation of equipment, computer systems, and other library infrastructure. Evaluation of these services occurs on a periodic basis.

Evidence of Meeting the Standard

Services provided by other institutions

The library maintains a Copy Center for student use equipped with two photocopiers and a print management system. The library staff makes every effort to provide students with access to reliable working machines and arranges for repairs to be done within a reasonable time period. The Library has a preventive maintenance agreement for the copiers and the print management system (see Documents A and B).

A security system is in place to prevent theft of library materials, and although the alarm occasionally goes off for no apparent reason, the system performs adequately (see Document C).

The library’s integrated library system, is provided by Innovative Interfaces Inc., an internationally known and respected company; assistance with system upgrades and troubleshooting is available as part of the annual Preventive Maintenance Agreement (see Document D).

Library materials are processed using OCLC cataloging and the authority of catalog entries is provided by LTI Authorities; performance by both companies is satisfactory (see Documents E and F).
Library materials are acquired primarily through Midwest Book Supply; staff is very satisfied with company performance and the library receives a substantial discount and free shipping of materials (see Document G).

The library participates in providing students with extended library study hours at the San Jose State University Library by acting as liaison between SJCC Associated Students and SJSU Library staff (see Document H). This service is of great value to students who seek a quiet study area after the SJCC Library closes at 7:00 p.m. and is especially popular during the University’s 24/7 Finals Study periods.

The library is a member of the California Community College Library Consortium (CCCLC) and receives discounted subscription rates to databases and other e-resources (see Document I).

**Services provided by campus departments**

Student and staff computers are maintained by Campus Technical Support (CTS), and the District Information Technology Services & Support (ITSS) Department coordinates upgrades of software and hardware. A District systems analyst is available to assist with some of the maintenance of the Innovative Interfaces library system (see Document J).

The library facility is maintained by the campus Custodial Services Department (see Document K).

The District Police Department responds to emergencies or disturbances caused by students (see Document L).

**Supporting Evidence (all in progress)**

A – Standard Business contract for photocopiers

B – GoPrint contract for print management system

C – 3M contract for security gates

D – Innovative Interfaces, Inc. contract for integrated library system

E – OCLC contract for bibliographic services

F – LTI Authorities contract for catalog maintenance services

G – Midwest Book Supply agreement for book purchasing

H - SJSU Library Extended Study – Memo of Understanding

I – California Community College Library Consortium (CCCLC) membership invoice

J – Link to ITSS/CTSS webpage

K – Link to Custodial Services webpage

L – Link to District Police webpage
**Analysis and Evaluation (in progress)**

Meet standard and monitor

Changes made as a result of self-evaluation

12/17/2015 lmeyer