# Standard II   Student Learning Programs and Services

# Standard II.C Library and Learning Support Services

SANTA ROSA JUNIOR COLLEGE

# Our Values

**We value** *Academic Excellence* **that includes:**

- Academic freedom balanced with academic responsibility, integrity and ethical behavior
- Effective and transparent communication with information being shared in a timely fashion
- Collaboration in continuous quality improvement of SRJC's programs and services

## SANTA ROSA JUNIOR COLLEGE

# Standard II.C

# Library and Learning Support Services

**Library and other learning support services for students effectively 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  Systematic assessment of these services is conducted using student learning outcomes, student feedback, faculty input, and other appropriate measures to improve the effectiveness of the services**

## II.C.1.

**The institution supports the quality of its institutional 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.**

### DESCRIPTIVE SUMMARY

Santa Rosa Junior College's libraries, tutorial centers, and instructional computer labs represent where academic and student learning support intersect, reflecting several elements of the Strategic Plan's values and goals.

**Value:** We value learning that includes:

- *Excellent and innovative instruction and support services.*

- *A learning- and learning-centered environment*

- *A caring and supportive attitude among faculty and staff*

**Goal B**

Foster learning and academic excellence by providing effective programs and services

- Engage students and spark intellectual curiosity in learner-centered environments

- Integrate academic and student support services across the college

Taken in concert, the libraries, tutorial centers, and labs, with their broad range of materials, technology, and staff support, address all parts of the mission: the creative, intellectual, physical, social, emotional, aesthetic, and ethical development of SRJC's diverse community.

### Library Services

The mission of the Santa Rosa Junior College Libraries is to cultivate dynamic student-centered learning environments designed to foster student success. The SRJC Libraries provide access to quality information resources and instruct students in research skills that extend learning, enhance critical thinking, and inspire intellectual discovery (II.C.1).

The learning needs of students and faculty are met through the provision of quality services, facilities and collections at the two libraries, the Doyle Library on the Santa Rosa campus and the Mahoney Library on the Petaluma Campus. The two libraries act as one department with a shared library catalog, shared databases, and the same services, and may be referred to as "the Library" in this Standard when statements apply to both sites. Both online linkages and a physical connection via a daily shuttle allow students to receive the same quality services regardless of location.

The Doyle Library on the Santa Rosa Campus is a four-story structure that includes Media Services, a Tutorial Center, and the Robert F. Agrella Art Gallery. At 145,000 total square feet, Doyle Library is the second largest SRJC structure. It was designed with high environmental standards and built using materials that are environmentally friendly. The building was completed in 2006 and exceeds California Title 24 energy efficiency standards.

The two-story Mahoney Library, at 35,000 square feet, is located on the Petaluma Campus. This library was featured in the 2009 Library Design Showcase of the American Library Association for its balance of many design elements, including technology, sensitivity to immediate surroundings, and accessibility. Both libraries were designed to create an environment that is aesthetically pleasing and conducive to learning.

The instructional collections across both campuses contain close to 170,000 print volumes, over 210,000 ebooks, over 300 print periodicals, and 10,000 audio-visual volumes. The Library subscribes to approximately 40 online databases that deliver bibliographic, full text, and statistical information as well as

images, videos, and primary sources. The online databases also provide students, faculty, and staff access to roughly 50,000 full-text journals and periodicals, which result in millions of full-text articles (II.C.2). In addition, multimedia resources are available through these online databases to support curriculum. For instance, ArtStor (image database) provides access to over a million museum quality images, and VAST (video database) provides access to 20,000 streaming videos. All digital resources available from the SRJC Library are accessible to students and faculty online 24 hours every day (II.C.3).

The SRJC libraries maintain 280 computers between the two campuses for students and community members to use to access library resources and conduct research. In addition, the libraries provide 50 laptops for in-house checkout by students. The libraries have also acquired 20 iPads and Kindle readers so students can access textbooks and complete class assignments. Since the move into the new facilities, in 2006 and 2008 respectively, the libraries have maintained a robust pay-for-print system. Recently, working in conjunction with Instructional Computing, the libraries have upgraded the pay-for-print system to provide web accounts for students, allowing them to print from personal devices using this system.

## Media Services

The Media Services department, one on each campus, provides four basic functions for the entire College.

**Circulation:** This area is responsible for the maintenance and circulation of 12,000 plus video titles, which are used both in the classroom setting and for student viewing and research purposes.

**Technical Services:** This area is responsible for the correct operation, delivery and repair of all media equipment within the District. Technicians respond to service requests in classrooms and meeting spaces within a 10-minute period. They supervise the delivery and cleaning of media materials and perform the installation and alterations to media equipment installation in College facilities. They are also responsible for the set-up and operation of many campus events.

**Production Services:** This area is responsible for the video recording of classes, lectures and other college events. The production technicians duplicate materials for distribution and convert media for alternate uses, including PowerPoint and video streaming on the web. They facilitate the use of video conferencing facilities between campuses and with other colleges. Additionally, Production Services staff prepare and post-produce materials in the closed captioning process.

**Administrative and Faculty Support:** This area is responsible for the purchasing of all materials and equipment used to support the Media Services operations. This department also maintains records relating to copyright licensing and photographic permissions. All new and remodeled facilities are reviewed for issues related to Instructional technology. The department works closely with planners to assure that College facilities include the correct infrastructure to support the media related functions for a particular space.

## Tutorial Centers

Santa Rosa Junior College facilitates student success and learning by offering all SRJC students free tutoring in their currently enrolled classes (II.C.4). Tutoring is provided in three different formats—one one-on-one weekly peer tutoring, tutor-led small group tutoring, and drop-in tutoring—and takes place at a number of locations and times so that the maximum number of students can access assistance. The overall mission of these centers is to enable students to maximize their learning and to experience growth in their confidence and independence as learners.

The two main Tutorial Centers are at the Santa Rosa and Petaluma Campuses. Both allow students to meet with experienced tutors who are experts in their subjects, and both provide access to a number of other resources, such as books, videos, and online resources, to enhance the learning skills and knowledge they need to be successful. The English Writing Center, which provides assistance with writing for any class, has a main center on the Santa Rosa Campus and a more compact version on the Petaluma Campus. Other learning support centers on the Santa Rosa Campus are:

- Embedded tutoring in the Math, Engineering, and Science Achievement (MESA) program

- The Anatomy Lab in the Life Sciences Department

- The Mathematics Lab, recently expanded to accommodate growing demand from math students

- The new ESL learning center

- The College Skills drop-in lab for Basic Skills math

The College Skills Department also has Academic Skills Labs (ASK Labs) on both campuses. In each of these areas, students enroll in noncredit, open-entry/open-exit courses throughout the semester to work on their basic skills in writing, reading, and math through individualized learning plans, computer assisted instruction, and group instruction (II.C.5). Tutorial Centers and learning labs collect positive attendance through TimeKeeper, a software program that tracks student hours (II.C.6).

The College, through the College Skills/Tutorial Department and the Student Success and Equity Committee, is actively pursuing online tutoring programs. Many Distance Education (DE) students take hybrid classes (requiring up to 50 percent of on-campus time) or face-to-face classes along with online

classes and can get help through on-campus tutorial sites. However, to extend support to all DE students, plus on-site students who need to access learning support when tutorial centers are closed, the College plans to pilot online instructional support as early as spring 2015.

## Instructional Computing

Instructional Computing facilitates access for students, staff, and faculty to the resources needed to succeed in their instructional computing objectives. Services include:

- Assistance with computer technologies planning, evaluation, acquisition and implementation.

- Coordination of efforts among instructional departments' computer facilities and related services to achieve the College's objectives.

- Management of multi-curricular computing facilities and services for small academic programs.

- Development and maintenance of the District's online Learning Management System (LMS) server cluster.

- Coordination with other College resources to provide training, support, network, and telecommunication installation and maintenance.

The demand for the support of Instructional Computing continues to grow with the increasing use of computers in the College's instructional programs. There are currently 54 larger computer facilities and 38 smaller facilities throughout all areas of the District (II.C.7). A total of 2,000 instructional computers successfully serve teachers and students in virtually all disciplines and in the full range of learning environments across the College. Students can access 120 production and discipline-specific software titles, as well as the Internet, and printers are widely available (II.C.8). Most computer labs are used primarily for courses in Computer Studies, Business Administration, Applied Technology, and other areas that require computer use or training, though a scheduled portion of lab hours has usually been set aside and designated as drop-in lab time for student work on any school-related projects (II.C.9). Utilization by computer lab classes is currently approaching maximum usage for most prime midday and evening hours, but with the passage of the new bond, the College will be able to consider options to provide computer access to more students.

The Center for Excellence in Teaching and Learning occupies a space in the Doyle Library. It provides a venue for faculty and staff workshops, but also acts as a service where faculty and staff can learn about new computer technologies and get help developing computer-supported instructional projects. The center includes a 25-station, bi-platform (Mac and Windows) computer lab; audio, video, and production quality printing technologies; a 50-seat presentation and meeting area; and three multimedia editing suites.

Instructional Computing has faced significant resource

challenges, particularly in terms of the impact on staff due to the fact that the use of computers and installation of new or updated software in support of instruction is on the increase in virtually every discipline. Staff time is required to support these practices by upgrading and installing new hardware and software and providing ongoing maintenance. The 2015 Technology Plan addresses staffing issues, and with the passage of the new bond, additional approaches to funding hardware and software will allow the College to consider how to hire more staff. This plan is described and cited in Standard III.C.

### SELF EVALUATION

The College meets the Standard in all respects except for tutorial assistance for DE students. The Library services and facilities are excellent examples of heavily used undergraduate facilities that focus on learning and student needs. Despite the drastic budget cuts to California Community Colleges a few years ago, the breadth, depth, and currency of SRJC's library collections continue to be strong. Media Services consistently meets the needs and requests from the college community. The number of computer labs has been adequate to meet the student access needs of all the departments being served, though utilization by computer lab classes is currently approaching inadequate for most prime midday and evening hours. Staffing for instructional computing is reaching its limits, but the revised 20-year Technology Plan based on new monies from the bond will address staffing issues.

The College's current plan for improvement in terms of learning support services is adopting an online tutoring program to ensure that such services reach all students regardless of location or method of delivery.

**See Actionable Improvement Plan at the conclusion of II.C.**

# II.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

At SRJC, librarians and other learning support professionals play a central role in the acquisition, ongoing maintenance and instruction in materials and equipment to support student learning.

## Library Services

Support for SRJC's mission and student learning needs are achieved by relying on the appropriate expertise of faculty, including librarians, to identify what materials and equipment are needed to support student learning. Additionally, librarians serve as department liaisons and create active partnerships with instructional faculty and staff to ensure library services and resources meet the needs of students (II.C.10). The liaisons meet with faculty to get information such as course outlines, syllabi, and direct feedback and requests. The libraries have an online book request form that helps with this kind of support.

The librarians maintain strong connections with academic programs and shared governance, enhancing their understanding of learning needs throughout the College. Librarians serve on committees such as Curriculum Review Committee (CRC), Institutional Planning Council (IPC), Academic Senate, All Faculty Association (AFA), and Textbook Committee. The Doyle and Mahoney Libraries have consistently increased their offerings of course-integrated library sessions to students in all disciplines (II.C.11), which helps provide information to the librarians about students' need for information and materials. Collection development activities are also conducted based on information gathered in those sessions (II.C.12, 13).

The level of quality of the Library's collection is determined and assessed using the benchmark of the American College and Research Libraries (ACRL) Standards for Libraries in Higher Education. Specifically, the Library provides access to quality collections aligned with curricular areas in support the SRJC mission. The Library provides the infrastructure to provide access to print and digital resources and to collect, organize, disseminate, and preserve collections related to the scholarly and cultural record needed by students, faculty, and staff. The Library educates users on issues related to economic and sustainable models of scholarly communication (II.C.14).

The effectiveness of the Library's collection is determined and demonstrated in various ways.

- The Library compares its collections with benchmarks provided in the ACRL Standards for Libraries in Higher Education.

- The Library also uses surveys and student feedback to regularly assess the effectiveness of its collections.

- Library surveys provide students with an avenue to evaluate the depth and variety of library materials.

- The librarian interactions with students and other patrons at the reference desk act as a venue for the library faculty and staff to gauge the depth and variety of the collection.

- Student requests for information and materials as a result of these reference desk interactions are often used to inform collection development on the back end.

On the instructional side, all new course proposals come through the Dean of Learning Resources and Educational Technology's office to assure sufficient depth and variety of materials to meet the learning needs of potential students before the course is approved (II.C.15). Additionally, program specific accreditations, such as those for the Nursing program or the Nutrition program, have consistently praised the SRJC library on the depth and variety of its collections in these specific areas, thereby validating the librarians' development and management of their collections.

Because the librarians select materials carefully according to established benchmarks and based on student and faculty input, the collection covers the full spectrum of SRJC curriculum offerings. Circulation statistics further demonstrate the utilization of the print collections, and web statistics show the phenomenal use of online resources including databases and Library websites (II.C.2). The library homepage is the most visited instructional webpage on the SRJC website (II.C.16).

An example of the depth of collecting to address student learning needs is the Library's assessment of how critical textbooks are to student success. The SRJC libraries have made a purposeful decision to increase reserve collections at both libraries and to improve reserve services to be more responsive to students. The dean has allocated more resources to expand the reserves while the librarians have targeted their discipline colleagues to contribute textbooks to add to the Library's reserve collection. The staff in the reserves area have streamlined their process, cleared more space for organizing textbooks, and even applied for additional funding from the SRJC Foundation to augment District funding. At the Doyle Library, reserves usage hit an all-time high in 2010-2011 with nearly 35,000 transactions (II.C.2).

The SRJC Library provides clear and easy access to materials and resources in all formats that support the instructional programs of the institution regardless of location or time of day (II.C.17). DE students and students at off-site locations receive comparable services in several ways. All library resources are available through the webpage (II.C.18, 19). Reference services are available by phone, online chat, email, and through a "library answers" knowledge bank. Print collection services such as reserving and renewing books are online. The Interlibrary forms are available on the Library website as well as embedded in the search results of the Library's SmartSearch function (II.C.20). The popular "Ask a Librarian" service is available electronically during all Doyle Library open hours and has been utilized by the students close to 24,000 times since its inception (II.C.21).
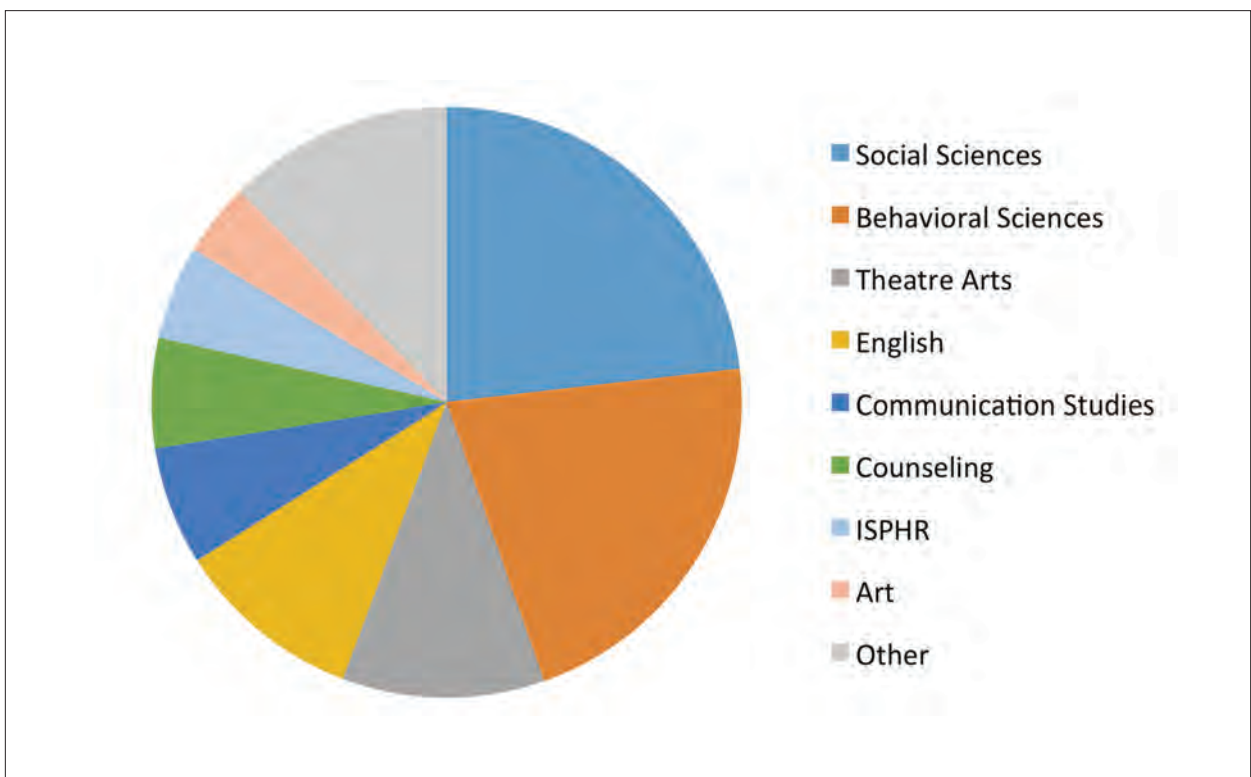
### Media Services

The media collection, containing approximately 12,000 video titles, is a valuable resource for faculty and students. Of these, 9,000 titles are commercially produced films. The scope of the collection is expansive, addressing both multidisciplinary and discipline-specific needs. Illustration II.C.1 below indicates the collection usage by discipline.

The remaining 3,000 titles are locally produced by Santa Rosa Junior College. Recording special events and/or lectures affords students access to those lectures and events that might occur in conflict with their class schedule. When appropriate, some of these productions are also made available via YouTube. At both District libraries, students are provided with single- and multiple-person viewing facilities. These include individual video viewing stations as well as viewing rooms, which can accommodate eight to 10 students at a time. The media collection also contains approximately 2000 music CDs with a full range from classical to modern genres. In addition, the collection contains CD language programs for assistance with both grammar and pronunciation (II.C.22).

Media Services on the Santa Rosa Campus houses a high definition television studio and a digital audio recording studio. These facilities support the curriculum of multiple academic departments, including Communication Studies (both Media Production and Journalism classes), Theatre Arts, Computer Studies Digital Arts Program, Photography, and the Music Department. Students are provided with hands-on, real world training in all aspects of production and post-production techniques. The Carole L. Ellis Auditorium on the Petaluma Campus is a 256-seat lecture hall and cultural venue with extensive technological capabilities, including active distance learning and teleconferencing, cinema, small theater, and musical performance space with superb acoustics. The auditorium was converted from the former campus library and is 5,100 square feet. It includes High Definition Video projection on a 20-foot wide, 12-foot tall screen and a 7.1 surround audio system.

### Illustration II.C.1  Media Collection Usage by Discipline

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In addition to recording events and lectures, the Media Services production unit provides complex post-production services. CD duplication/reproduction supports students in Music, Theatre Arts, Communication Studies, and Nursing and Dental courses (II.C.23).

The Technical Support unit of Media Services provides faculty with one-on-one training in classroom media equipment use, as well as a five-minute response to technical failures. The unit also maintains the equipment and provides active troubleshooting and minor repair of equipment to support the classroom experience (II.C.24).

Administrative operations provides advising, planning, purchasing, maintenance, inventory and program evaluation for the entire Media Services operation.

The College's media collection acquisitions are directly driven by a process of instructional faculty requests and librarian recommendations. A year-end review is conducted by a Media Resources specialist, who subsequently uses the data to recommend format upgrades and to fill in gaps in the collection. Media equipment is requested by departments via the instructional equipment process and is purchased after consultation with the Media Services manager, who establishes standards and suggests the best quality equipment at the best possible price.

The District complies with the American Disabilities Act, as well as other state and federal laws, by insuring that all media materials used in face-to-face and online classes are accessible to deaf and hearing-impaired students. Media Services works closely with a captioning service provider to obtain transcripts and captioning files and, through a post-process method, integrates these files to create a closed captioned master. A tremendous amount of care is taken to ensure that the transcriptions and subsequent captions are accurate, thus meeting the District's commitment to provide equal access to its deaf and hearing impaired population.

Media Services provides is own help desk function dedicated to classroom support. There are six staff positions providing this function to all four College owned sites, six days a week. This function provides immediate responses to all mediated (smart) classrooms. Media Services is progressively upgrading most spaces to allow for remote monitoring and control of presentation equipment using a control and monitoring system from Utelogy (II.C.25). This system proactively identifies failures before they become a problem. As of 2014/2015 all requested upgrades to classrooms to make them media capable will be complete. This process took 15 years to accomplish, and now the plan is to sweep through the older spaces and bring them up to the current standard. As part of the move, the Doyle Library and the College made a commitment to provide a higher level of support in the creation of original instructional content. There are three staff positions dedicated to this effort.

Faculty provide direct feedback to Media Services regarding the depth and variety of SRJC's media collections. Efforts are underway to develop a comprehensive collection development and management policy that would include provisions for the media collection. The new policy will also guide the de-selection of outdated titles, including media titles.

The production team facilitates Distance Education classes through the operation of video conferencing, and connecting students to other community college and/or university course offerings. There are 17 videoconference units throughout the District, two of which are mostly dedicated to Distance Education classes. One area of growing demand is assisting faculty and staff with media rich content to support students' online experience and closed captioning services to accommodate both DE classes and students with disabilities (II.C.26).

## Tutorial Centers

Faculty and experienced instructional assistants (IAs) collaborate to select and implement learning support services, procedures, equipment, and materials in the tutorial centers and learning labs of the English, Math, ESL, and College Skills/Tutorial departments. Input from student tutors and students who come for tutoring is valued as well. Learning center services are driven by students' academic needs, and faculty and staff ensure that all aspects of the centers and labs are sufficient to meet those needs. For instance, the Petaluma Tutorial Center piloted a program using electronic notebooks during tutoring sessions because these devices offered direct access to the textbooks, instructors' syllabi, online homework, solutions manuals, and online videos. THese devices also offered an electronic medium to tutors for quick sketches and showing the steps of the problem.

At the Tutorial Centers on the Santa Rosa and Petaluma Campuses, student tutors, instructional assistants, and faculty provide assistance across a range of disciplines, with the highest demands in math, statistics, and chemistry and a consistent need for help with writing, English language skills, Spanish, accounting, and other subject areas as well (II.C.27). Other learning support sites, such as the English Writing Center and Math Lab, are more specialized. Based on the faculty and staff analysis of support materials and equipment required to address the various subject areas, supervising departments (Math, English, College Skills/Tutorial, ESL) request and purchase appropriate equipment and supplies to address student needs, as shown in Illustration II.C.2. Most provide textbooks for use in the center or lab, and all except the Anatomy Lab have computers with access to software and online programs to provide further self-paced explanation and practice.

**Illustration II.C.2. Tutorial and Learning Center Locations and Resources**

| Learning Support Location | Staff | Technological Support | Software/ Online Programs | Text-books and Other Resources |
|---|---|---|---|---|
| **Tutorial Center, Santa Rosa Campus** | Faculty of record, Instructional Assistants IAs), Admin Asst., student tutors, volunteers | 12 for students, 1 for Assisted Learning; Merlin Enhanced Vision machine, TV/VCR, computer projector, scanner; 15 scientific and graphing calculators for student use | Internet based OWL, MasteringChem, MyMathLab, Microsoft Office, Study Wizard, Grammar 3-D | All subjects for student use. |
| **Tutorial Center, Petaluma Campus** | Faculty of record, faculty, IAs, student tutors, volunteers | 7 for students, graphing calculators, 3 Nexus Tablets | Internet based Online Writing Lab (OWL), MyMath Lab, Mastering Chem | Math and Chemistry for student use |
| **MESA, Santa Rosa Campus** | Admin Asst., student tutors | 3 computers for student use; computer projector | Various for math, chemistry, physics | Math, chemistry, physics for student use |
| **Anatomy Lab, Santa Rosa Campus** | Faculty of record | N/A | N/A | Materials in pro-section room and cadaver lab |
| **English Writing Center** | Assigned faculty | 27 for student use, 1 for assisted learning | Online Writing Lab (OWL) | Various resource texts and dictionaries |
| **Math Lab, Santa Rosa Campus** | Faculty of record, one student tutor each hour | 20 for student use | Mathematica, Statcrunch, online | Math texts and solutions manuals for student use |
| **Academic Skills Lab, Santa Rosa Campus** | 2 Faculty, IA | 32 computers, 1 for assisted learning 12 calculators; computer projector | Skills Tutor, GED Academy, Read/ Write Gold | Text books for student use, Reading library for student check-out |
| **Academic Skills Lab, Petaluma Campus** | Faculty of record | 10 computers, 6 calculators | Same as ASK Santa Rosa | Textbooks for student use |
| **College Skills Drop-in Math Lab, Santa Rosa Campus** | Faculty of record, IA, student worker | 12 computers, 6 calculators | Customized College Skills Math programs | Textbooks for student use |
| **ESL/HEP Learning Center, Santa Rosa Campus** | Faculty of record and/or IA | 16 computers | Online GED (in Spanish) | English Language/ ESL dictionaries and reference |

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## Instructional Computing

Instructional Computing supports students and faculty by providing and maintaining computer related technologies in classrooms and labs. The selection and installation of appropriate equipment by Instructional Computing begins with academic departments, where instructional faculty and administrators participate directly in the proposal and acquisition process for instructional equipment and materials through the Program and Resources Planning Process (PRPP), the institutional process for planning, program review, evaluation, and budget allocation (II.C.28). This process, described in depth in Standard I, requires all requests to be supported by data analysis and direct connection to the College's mission, Strategic Plan goals, and the program's student learning outcomes (SLOs).

Instructional equipment requests are generated and compiled by faculty and staff, submitted through the PRPP, and then evaluated and prioritized by administration at the cluster level. Approved requests for technological equipment are channeled to Instructional Computing. This department evaluates, researches, and recommends appropriate technologies to address those requests; reviews recommendations with the end users; and then acquires the equipment and software.

Planning within Instructional Computing is formally integrated with the Santa Rosa Junior College Technology Master Plan (II.C.29), which is produced by the Institutional Technology Group (ITG) (II.C.30). ITG is a Presidential Advisory Committee that determines the quality and funding for all institutional technology, including Instructional Computing projects. SRJC determines the level of quality offered by Instructional Computing through constituent representation on the ITG. On an annual basis ITG reviews and updates the District's Instructional Computing hardware and software standards, reviews and evaluates the past year's accomplishments, and reviews and sets implementation priorities for the future. The role of ITG in relation to the PRPP is clearly defined and described in depth in Standard III.C.

Instructional Computing asseses the effectiveness of its offerings in terms of quantity, quality, depth, and variety through various means. Information through departmental and program PRPPs, meetings with department chairs and deans, and the ITG give direct feedback and information regarding the sufficiency of equipment and any new needs. Instructional Computing also receives feedback regarding depth and variety of its offerings via direct faculty and staff feedback and surveys sent out by Informational Technology (IT) department (II.C.31), and see Standard III.C. In addition, Instructional Computing maintains currency in the field by engaging in educational technology informational exchanges with other California colleges via participation in the Directors of Educational Technology/California Higher Education (DET/CHE) and ongoing communication that occurs at meetings, conferences, related online listservs, phone calls, and emails directly with individual organization members as needed.

Instructional Computing is oriented to provide comparable services to both Distance Education (DE) and on-site students by providing online web based print management, online web based access anywhere student web server, and online web based access anywhere student technology support. Technology support is also provided via phone and in person through open computer labs (II.C.32, 33).

The role of Instructional Computing has continued to grow over the last two decades, but no additional positions have been added. This situation presents a challenge as demand for installation, replacement, and maintenance of computers and related instructional technology increases. These staffing needs have been identified and recommendations made in the Technology Master Plan. With the recent passage of the new bond, the District will incorporate Instructional Computing staffing needs in its planning.

### SELF EVALUATION

The College meets the Standard. Systematic evaluation and planning of all library and learning support services had been performed annually through the Program and Resource Planning Process (PRPP). Library faculty are all appropriately credentialed to carry out their responsibilities to select and evaluate materials and equipment. This has resulted in exceptional resources and equipment for the students, employees, and the community. The libraries are lacking in regular institutional funding for book collection and databases.

Faculty members are directly involved in the selection of media equipment and titles, and Media Services staff assist in the reviewing and ordering of titles and equipment. Both the Doyle Library on the Santa Rosa Campus and Mahoney Library on the Petaluma Campus represent a major advance in supporting instructional programs. Since incorporating the media collection into the District libraries' integrated system, tracking of use patterns is now possible. Data is currently being gathered to support decision making in weeding out obsolete or low-use titles in the media collection.

Based on the expertise and experience of faculty and staff, tutorial services and instructional computer labs have high quality and sufficient materials and equipment to meet the needs of the diverse range of students.

Instructional Computing supports academic programs' computing technology. Institutional processes allow faculty, staff, and administrators to make appropriate proposals regarding instructional equipment, including computers. Through the PRPP, ITG, the Technology Master Plan, and

feedback mechanisms, Instructional Computing has been able to acquire, install, and maintain sufficient equipment to support learning needs. The effectiveness of technology in supporting student achievement is documented in the PRPP of each department and is included in all technology requests. The need to provide adequate staffing to maintain instructional technology is documented in department and District plans.

**Illustration II.C.3**
**Library and Information Technology Department: Instruction Options for Information Competency**

| Means of Instruction | Description |
|---|---|
| LIR 10, 1-unit credit course (II.C.34) | Course provides information literacy instruction applicable to college classes and general research. Five modified components of information competency as defined by the Academic and Colleges Research Libraries (ACRL) (II.C.35) are addressed through the course's SLOs. Available on both campuses and online so all students, including DE, can enroll. Over 1200 students per semester are enrolled each semester (II.C.36). |
| Individualized orientations for specific classes | The libraries provide Information Competency instruction through specific collaboration with discipline faculty. These orientations focus on course SLOs or specific learning outcomes identified by the discipline faculty. Over 6,000 students participated in these sessions in the 2013-2014 school year (II.C.11). |
| Open workshops for specific research tools | Library faculty offer drop-in lectures for Noodlebib, a citation tool for writing projects. About 20 sessions are offered a semester at varied times to insure maximum access. |
| Research Assistance Program (RAP) one-on-one research help | Students are able to schedule a half hour consultation session for in depth help in finding and using library resources as well as topic development (II.C.37, 38, 39). |
| Library F-2-F tours and self-tours via iPod | Provided on request. Podcast tour currently for Doyle Library only (II.C.40). |
| Online information competencies help | Library faculty have created several venues for students to receive help in the research process (II.C.41). |
| LibGuides | Librarians work with discipline faculty to create LibGuides to provide individualized informational websites for specific classes or various classes special topics based on library resources or research processes. |
| Library Guides Online Library Skills Programs Guide-on-the-Side | Interactive tutorials for students while using library tools. Tutorials for citation formatting, access library resources, ebooks, and SmartSearch (II.C.42, 43,44). |
| Online Chat | Available online during library open hours. A librarian is available to help students in a synchronous chat (II.C.21). |
| Walk-in and phone reference services | Both libraries offer walk-in and phone reference services 56 hours a week. This is advertised on the Library homepage (II.C.18). |
| Pilot for DE classes | Pilot project with a vendor (EBSCO) to embed information literacy content in distance education classes by creating the Reading List function in Moodle (II.C.19). |

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# 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.**

The Library and Information Resources Department has a comprehensive instructional program with a focus on information competency, as shown in Illustration II.C.3.

Of particular importance is LIR 10, Introduction to Information Literacy, which demonstrates that the College acts purposefully to teach information competency. This one-unit course is the primary means of formal information competency instruction for many students and fulfills Area I, SRJC's General Education pattern and local Associates degree requirement (II.C.34, 45). LIR 10 is based on ACRL Information literacy standards and addresses SRJC's Institutional Learning Outcome #4: Critical Analysis (II.C.46):

- Locate, analyze, evaluate, and synthesize relevant information

- Draw reasonable conclusions in order to make decisions and solve problems

This course is designed to help students acquire skills such as determining research needs, finding appropriate sources, and using sources in an ethical manner. It also relates to GE learning outcome #7, Use of Information Resources (II.C.47).

Faculty are kept up to date about the Library's resources and any new information and offerings through liaison contact, flex activities, and a LibGuide dedicated to faculty called the FacPak (II.C.48). There is a special section of the Library's homepage that specifically focuses on the faculty to provide them with all the information they need for themselves and for their students (II.C.49). The libraries also lead instructional design seminars.

The Library tracks student use of its resources, student-staff interactions, and class enrollment (II.C.50). Typical use of library instruction is reflected in 2012 and 2013 statistics. In 2012/2013, the Library offered 82 sections of LIR 10, an almost 20 percent increase over the previous year. In fall 2013, SRJC librarians conducted a total of 114 orientations and served 2855 students in classrooms. Departments and disciplines served included: ESL, Psychology, Theatre Arts, Philosophy, Kinesiology/Dance, Environmental Science, Anthropology, Communication Studies, and Art. Students used the iPods for tours 1,014 times. These numbers reflect a robust program that supports information competency. In addition, the Library offers workshops on special topics and tools such as BiasBuster and Noodlebib.

The Library evaluates teaching effectiveness in a number of ways. LIR 10 has SLOs that have been assessed to demonstrate successful student achievement (II.C.51). Through these assessments and the continuing department dialogue, the goals for the instructional program are evaluated and improvements made and documented in the PRPP (II.C.52, 53). There is also a regular evaluation process for all teaching faculty, full-time and part-time to continuously improve student learning.

The Library offers comparable information competency instruction for DE students both online and at off-site locations. In fact, the majority of LIR 10 sections are online (II.C.54).

## Media Services

One of Media Services' primary functions is to provide media support to the classroom. Any activity that requires information to be distributed using sound or light projection to a group of learners in a classroom setting is supported by Media Services. Media Services staff provides instruction to faculty, staff, and appropriate students using media and video conferencing systems at the point of need. These brief instructional encounters tend to be targeted and effective. Media Services staff sometimes provides much more in-depth instructions to faculty who need to learn a particular piece of audio video software and hardware.

Original media materials derived from lectures and used to enhance a concept are produced by Media Service's professional staff, who work closely with presenters to determine the best method of presentation. As part of evaluation for upgrades of seven-year-old video viewing carrels, Media Services assessed the reduced use of actual viewing and an increasing request from many students for the ability to edit video presentations. Rather than simply replacing the PCs with newer models for viewing functions, it was decided to install more powerful PCs with video editing capability. The College has a site license for the Adobe Premier Creative Suite, and Media Services staff decided to make that available function for drop-in use. This allows students the ability to create more multi-media classroom presentations.

## Tutorial Centers

Tutoring and Basic Skills assistance involve some degree of instruction in information competency along with instruction in specific content and skills. Much of this occurs during the process of assisting students with locating information in their textbooks, course materials, software, and course related websites. To this end, Santa Rosa and Petaluma hold high standards for tutors, IAs, and faculty so that they have a deep understanding of student learning as well as the ability to provide a broad range of instruction, both formal and informal.

Faculty must hold degrees in the subjects they teach or tutor, and instructional assistants must have documented expertise in their areas (e.g., BA, MA, job experience) (II.C.55, 56). Many regular IAs are active in the Association of Colleges for Tutoring and Learning Assistance (ACTLA). Student tutors must have earned an "A" or a "B" in any course they tutor and must be recommended by the instructor from whom they took the class (II.C.57, 58). Volunteers must show evidence of a background in the area(s) they offer to tutor (II.C.59). Tutor training sessions, required for all tutors, cover techniques for effective tutoring in course-specific areas, study skills, ways to respond to individual student learning styles, and how to foster independent learning (II.C.60, 61, 62).

Additionally, at all locations, tutors and other staff incorporate instruction for developing skills in information competency, assisting students in using tools and applications such as Guide on the Side, LibGuides, NoodleBib, various databases and ebooks, calculators (through workshops), and Microsoft Word. IAs and faculty emphasize the importance of authoritative sources as they guide students through their research. Throughout the tutoring process, tutors guide students in adopting learning skills and information competency to increase their confidence and lead them to become independent learners (II.C.63, 64).

## Instructional Computing

The Center for Excellence in Teaching and Learning in the Doyle Library is a service where faculty and staff can learn about new computer technologies and get help developing computer-supported instructional projects. Instructional Computing open computer labs also provide ongoing support for staff and students through the faculty, staff, and student employees that are available to assist students one-on-one with computer systems and application skills training and support. The open computer lab on the Santa Rosa Campus offers the courses CS 770, Basic Computer Literacy Skills, and BOT 770, Business Skills Lab, for students on a drop-in basis. Instructional Computing also has a student support web site offering online technology help, a phone number for student technology support questions, and an online help request form which is routed to staff who will get back with students (II.C.33, II.C.65).

### SELF EVALUATION

The College meets the Standard. The libraries, Media Services departments, tutorial centers, learning assistance labs, and open labs on both campuses all provide ongoing instruction for users to help develop their information competency skills. In particular, the Library has a strong online program to provide instruction and support in information competency.

# 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.**

### DESCRIPTIVE SUMMARY

The College as a whole provides adequate access to library and other learning support services for its students, faculty, and staff. The specific services available at any time depend to some degree on the function of the service and its location.

### Library Services

Both the Doyle Library on the Santa Rosa campus and the Mahoney Library on the Petaluma campus support the entire spectrum of curriculum offerings, from Basic Skills to general education to career and technical education (CTE). All library non-print resources are accessible by all students, including DE students, from all sites, even when the libraries are not physically open. The SRJC libraries have made a concerted effort to implement cutting edge technology to provide library services any time, anywhere, including discovery services, electronic reference services, and the integration of library resources and services with the District's course management system, such as the Reading List function in Moodle.

The Doyle Library offers traditional library services such as book checkout, course reserves, and periodicals, but the amount of space dedicated to study and reflection is extraordinary. There are 27 group study rooms for students to use for collaborative work and study, close to 300 computer stations students regularly use to conduct research, and 668 readers across three floors. Community users receive one hour of access per day with a password. The Center for Excellence in Teaching and Learning offers a dedicated space for faculty and staff to meet, train, and discover the possibilities of new technological tools.

The Mahoney Library opened in 2008 at the Petaluma Campus as a solution to provide adequate access to a library and other learning support services regardless of location of means of delivery. Mahoney Library offers a full range of library and media services, from circulation to course reserves to media viewing. Eight study rooms are also at the Mahoney Library with 300 reader seats and about 100 computer stations for student use. Both libraries have specific stations with programming to accommodate a wide variety of disabilities (II.C.66).

The physical facilities are open for a total of 61 hours per week during the fall and spring semesters. Summer hours are more limited, although beginning in 2011 the libraries

expanded summer open hours into the eighth week of the summer session to accommodate students taking eight-week classes. The Library homepage is updated to reflect current hours, summarized in Illustration II.C.4.

All SRJC instructional programs, types of students, and campus locations are equally supported by library services and accessible through the Library website. The Library website is a model for design and accessibility. Under the leadership of the Electronic Services librarian, the SRJC libraries were the first among the SRJC departments and units to implement responsive design so that users can have similar experiences regardless of the devices they use to access the Library website. Ebooks and databases are accessed through a variety of mobile devices. The online library guides provide instruction on basic literacy skills and class specific content for students (II.C.44). An online chat link for just in-time help is embedded into most library pages

and discipline online classes. This is particularly useful for DE students. Reference services are accessible through online chat, email, and phone (II.C.67). Other features include links to new acquisitions, curriculum relevant sources, and cultural resources such as Art Talk.

The technologically advanced Smart Search provides students and faculty with a one-stop search for all library resources, print and digital. The Library homepage is also a virtual gateway to instructional resources, including numerous multimedia LibGuides customized for specific classes. Library faculty have also worked collaboratively across the College to create interactive guides for special topics such as for the District wide Strategic Planning process and the English department's Work Of Literary Merit (WOLM) initiative.

**Illustration II.C.4 Access to Doyle and Mahoney Libraries**

| Location | Fall and Spring Hours | Summer Hours |
|---|---|---|
| **Doyle Library Santa Rosa** | Mon-Thurs: 7:45 a.m.-9:00 p.m. Fri: 10:00 a.m.-2:00 p.m. Sat: 11:00 a.m.-4:00 p.m. | Mon & Tues: 9:00 a.m.-6:00 p.m. Wed &Thurs: 9:00 a.m.-3:00 p.m. |
| **Mahoney Library Petaluma** | Mon-Thurs: 8:00 a.m.-9:00 p.m. Fri: 9:00 a.m.-1:00 p.m. Sat: 10:00 a.m.-3:00 p.m. | Mon & Tues: 9:00 a.m.- 6:00 p.m. Wed &Thurs: 9:00 a.m.-1:00 p.m |

**Illustration II.C.5  Media Services Open Hours**

| Fall and Spring Public Hours | | |
|---|---|---|
| Hours | Santa Rosa Campus | Petaluma Campus |
| Monday - Thursday | 7:45 a.m. – 6:30 p.m. | 7:45 a.m. – 9:00 p.m. |
| Friday | 8:00 a.m. – 2:00 p.m. | 9:00 a.m. – 1:00 p.m. |
| Saturday | Closed | 10:00 a.m. – 3:00 p.m. |
| | | |
| Fall and Spring Staff Support Hours | | |
| Monday - Thursday | 6:30a.m. – 10:30p.m. | 8:00 a.m. – 9:00 p.m. |
| Friday | 6:30a.m. – 6:00p.m | 9:00 a.m. – 1:00 p.m. |
| Saturday | 8:00a.m. – 5:00p.m | 8:00a.m. – 5:00p.m (Remote) |
| | | |
| Summer Public Service and Support Hours | | |
| Monday - Tuesday | 9:00 a.m. – 6:00 p.m. | 9:00 a.m. – 6:00 p.m. |
| Wednesday - Thursday | 9:00 a.m. – 1:00 p.m. | 9:00 a.m. – 1:00 p.m. |

As described in II.C.1.b above, the Library Skills program uses technology to give students hands-on learning activities. The Library FacPac guide is specifically dedicated to meeting faculty needs by grouping information about subject liaison services, media services, course reserves, and course-integrated instruction to orient students to academic research.

## Media Services

As the District expanded its operations to sites other than the Santa Rosa Campus, Media Services increased the number of audio and video conferencing systems. This commitment to provide these systems easily and without costs resulted in a wide acceptance by the college community. Today most major committee meetings and college events are available at the Petaluma Campus. This allows staff and students the ability to participate more readily and eliminates the need to travel between sites.

If an event cannot be videoconferenced live, it can be recorded for future access. This increases the visibility of all College programs. The use of YouTube for the WOLM (required for all English 1A students) has provided more opportunity for students with time conflicts or the inability to travel to the campuses (II.C.68).

Media Services provides three different sets of hours, listed in Illustration II.C.5: one to the public for access to collections and viewing services, one to College staff to support their duties and future activities, and a third to support for Community Education's use of facilities, in instances when the facilities are rented (these can vary). Summer hours are reduced from the regular semester hours.

Access to the District's media collection is provided via the Library's Online Public Access Catalog (OPAC). Currently, patrons can see the media item's availability online but cannot reserve it. When appropriate, some locally produced lectures are made available via YouTube on the Media Services website (as well as the Library website). For example, the WOLM lectures are recorded and posted on both the Library and Media Services websites for students to access electronically.

The two campuses have fully functioning Media Services desks. Students and staff can access the common media collection from either location, with popular content being physically housed at both libraries. SRJC centers, such as the Public Safety Training Center, have specialized media content that is managed locally by individual departments. The unified catalog is available from anywhere.

## Tutorial and Learning Centers

Santa Rosa Junior College offers tutoring in a variety of delivery styles and locations across both campuses, as shown in Illustration II.C.2. To the extent possible, Tutorial Centers and labs provide services to all students at convenient and flexible times and locations, as listed in Illustration II.C.6. Supervising faculty work with the Disability Resources Department (DRD) and Instructional Computing to ensure that students with disabilities of all types are accommodated in various ways. For instance, hearing impaired students are assisted by interpreters, low vision and sight impaired students use large screen computers, and physically disabled students use specialized computers and adjustable tables. All students are welcome and accommodated.

## Illustration II.C.6  Getting Tutoring Help on the Santa Rosa and Petaluma Campuses

| | |
|---|---|
| Santa Rosa Tutorial Center<br>Doyle Library, Rm 4251<br>M-Th 8am-7pm; F 8am-3pm | Petaluma Tutorial Center<br>Kathleen Doyle Hall, Rm 247<br>M-Th 8am-7pm |
| MESA<br>Bertolini Student Services Center, Rm 4832<br>M, T, Th 8:30am-6:30 pm; F 9am-noon | ESL/HEP Center<br>Barnett Hall, Rm 1282<br>M-Th 9am-2pm |
| Astronomy Lab<br>Baker Hall, Rm 1837<br>T 5-7pm, Sat 10am-2pm | Mathematics Lab<br>Shuhaw Hall, Rm 1733<br>M-Th 6:50a- 8pm; F 11a-3pm |
| Santa Rosa English Writing Center<br>Emeritus Hall, Rm 1629<br>M-Th 9am-4pm | Petaluma English Writing Center<br>Call Hall, Rm 690<br>M, W, Th 12:30pm-3:30pm; T 1:30pm-5:30pm |
| Santa Rosa Academic Skills Lab (ASK Lab)<br>Analy Village, Rm 601<br>M-Th 9am-2:30pm and 5-8pm; F 9am-noon | Petaluma Academic Skills Lab (ASK Lab)<br>Kathleen Doyle Hall, Rm 252<br>M-Th 9a-noon, T/Th 6-9pm |

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At all tutorial locations and learning centers, positive attendance is collected via a computer program called TimeKeeper. This informs supervising departments about the usage and demand for services and helps determine hours and staffing. Over all locations, both student access and attendance has increased. Through documentation in department PRPPs, this has led to the expansion of the Math Lab, the addition of a College Skills Drop-in Math Lab, and stabilized classified staffing for the Petaluma Tutorial Center.

The College is aware that more students could be served if tutorial services were provided online. Programs are currently being considered for implementation in spring 2016.

### Instructional Computing

Instructional Computing provides computer labs for students throughout the district, enabling them full online access to the Internet and District resources including electronic access to library materials and databases.

Instructional Computing ensures access to computer technologies for students and instructors. Currently, accessibility is primarily provided in 54 different computer facilities in the District. Additionally, seven of these facilities have scheduled open lab hours, when students and faculty can drop in to work on school related projects, including the ability to run the specialized software required by different curricula. There is currently drop-in computer access available for students among these labs from 8:00 a.m.- 9:00 p.m. Monday through Thursday and from 8:00 a.m.-5:00 p.m. on Friday and Saturday (II.C.69). Some locations have different hours that are posted on the online Computer Labs Schedule each semester. Students can access 120 production and discipline-specific software titles, as well as the Internet, and printers are widely available (II.C.10).

In addition to these drop-in service labs, during regular hours of operation, both libraries have public access computers for student use, including Internet access, production software like Microsoft Office, and printing capabilities (II.C.70).

Instructional Computing works closely with the Disaility Resources Department (DRD) to ensure Section 508 accessibility requirements are addressed uniformly throughout the District. Additionally, every computer lab and public computer use space has designated DRD stations with additional software for students with disabilities. Instructional Computing works with DRD to accommodate students with particular needs, ensuring that all students have access to all software. Instructional Computing provides staffing resources and time, working with individual students, setting up assistive technology to accommodate their accessibility needs.

The College meets the Standard for its library resources and Media Services. Both offer full online access to all resources and services so students and staff can access them from any location and through any method of delivery. Instructional Computing, which by definition provides physical services, supports computer lab access on both campuses to the extent that staffing is available. The hours of operation appear to be adequate. The schedule of lab hours is published at the open labs and online at Instructional Computing website each semester so that students know when labs are available.

Tutorial Center services are provided during the times of highest demand five days a week, including most evenings. The College is planning to implement an online tutoring program by fall 2016 to extend tutoring services to all students regardless of location or method of delivery.

**See Actionable Improvement Plan at the conclusion of II.C.**

# II.C.1.d.

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

All library and learning assistance locations have security provided by District Police, who provide support on a daily basis. Maintenance for the libraries and other learning support services is the responsibility of the Facilities Planning and Operations (FPO) department (Custodial, Maintenance, and Environmental Health and Safety) and is done in accordance with the department's mission statement. Each campus has an on-site maintenance department. FPO has personnel for building and equipment maintenance, custodial, and grounds maintenance. FPO staff is available for building and equipment problems, and custodial rounds through the library buildings (II.C.71, 72).

Instructional Computing and Media Services provide maintenance and support for instructional computing labs, classrooms, and media technologies. Library instructional collections at both libraries are tagged and are protected.

### Library Services Security

District Police security personnel regularly patrol District property on both campuses, including the libraries. Police help with closing each library to ensure that security systems are engaged. Faculty and staff are issued smart card IDs that are programmed to access only authorized areas (e.g., stairwells that lead to secured areas, elevator use after hours of operation, IT department, labs, and media services with expensive equipment) (II.C.73).

Public access to the Doyle Library is restricted to the main entrance. Access between Doyle Library and Media and Tutorial Services on the first floor is controlled by a staff-access-only alarmed door. There are two elevator systems in the building. One reaches the second floor main public entrance to the Library; the other is a staff-only elevator controlled by smart card ID.

The SRJC libraries have taken a leadership role in continuing to refine emergency procedures and in ensuring all staff that work in the library buildings are trained to the appropriate levels in responding appropriately in emergencies. Library staff maintains a SharePoint site for reporting and accessing incident reports for information on current security risks (II.C.74).

The SRJC libraries communicate clearly expectations to patrons, which include non-student community members, regarding conduct and behavior in the library. These policies are posted in several different locations on all floors in both libraries and are available on the Library website as well (II.C.75). In addition, the Library has recently reaffirmed

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adherence to the library code of ethics from the American Library Association (ALA) and will protect patron privacy in their information use (II.C.76).

Like other units and departments in the District, both District libraries adhere to the SRJC IT Policy and the Acceptable Use Policy Manual for Instructional Computers. District IT regularly upgrades security software and has the capability of monitoring patron computer use for inappropriate or illegal activity (II.C.77).

Patron access to library computers is regulated by an authentication system using student ID and PIN numbers. Authorization is required to use any computer and to access all digital content (ebooks, electronic journals and periodicals, streaming media, and media databases).

Library personnel, in conjunction with IT and Instructional Computing, contribute to the security of library computers, software, and web access. The security of servers used for District websites and web access to library services is the responsibility of IT. This includes the Student Information System (SIS) used to control access to campus websites that are only available to currently enrolled students.

Security for the library catalog and content database servers is the responsibility of their respective vendors. Librarians ensure that vendors used are top quality, widely known and used for library services, and have a history of reliable and secure service. EZproxy, an OCLC service, is used for patron authentication and access to content databases (II.C.78). The library catalog is remote hosted by ExLibris Voyager (II.C.79). Springshare hosts the Library's LibGuides, which provide librarian designed research assistance, subject guides, and other resources, as well as the library service statistics tool LibAnalytics (II.C.80). Contracts specify security and uninterrupted run-time as the responsibility of the vendors. Vendor support is available at all times to systems librarians, and there is constant monitoring of systems by librarians and District IT.

### Library Materials

All library materials at both libraries have magnetic security tags inserted in them. A security gate at the exit detects materials that are leaving the library without having been appropriately checked out. An alarm sounds alerting staff. Mahoney Library has two alarmed gates (north and south entrances) for library materials, all of which have security strips.

## Media Services

Media Services on the Santa Rosa Campus is on the first floor of the Doyle Library building. All access doors are controlled by smart ID cards. The department is also secured and divided from other departments on the floor by a locking roll up gate. Buildings at the Petaluma Campus are secured in multi-layered fashion. All campus exterior doors require an ID badge for access (some doors are unlocked during business hours, others are locked continuously). The ID badge records which individual accessed the door and when. Interior doors require a key to open. Classroom doors are unlocked and locked by District Police staff according to the class schedule.

Media Equipment installed for use in the classroom is secured by two methods. Equipment is physically secured by combination of specific locks, and rack mounted equipment is held in place by security screws that take specialized bits to remove. All equipment racks and projector mounts are structurally attached to the buildings. Network enabled equipment is also IP pinged every 30 seconds by the media server based classroom control system. If a piece of equipment does not respond, an error alarm is triggered on the media equipment control server, which is routinely monitored by media department staff.

## Tutorial Centers and Learning Assistance Labs

Security for learning assistance centers and computer labs varies according to location, but all have mechanisms to ensure safety and appropriate access.

- Access to the Santa Rosa Tutorial Center is through a main entry double door that is kept locked during closed hours. Staff is on hand to monitor student behavior and computer use.

- The Petaluma Tutorial Center and ASK Lab are secured through the key card system used throughout that campus. Only authorized employees are given key cards.

- Most of the Tutorial Center staff in Santa Rosa and Petaluma use the same access card that is used in the Library. District Police sets locking and unlocking times.

- The English Writing Center, ASK Lab, College Skills Drop-in Math Lab, Mathematics Lab, Anatomy Lab, and ESL/HEP Learning Center are all housed in traditional buildings that use Santa Rosa key locks, but also have an alarms programmed by the District Police. Only authorized personnel are issued keys. Open computer labs for student use in the Maggini Building have regularly locked doors, and only a few key staff members have keys.

- All buildings are regularly monitored by District Police.

## Instructional Computing

The Instructional Computing department oversees all library, media services, tutorial services, classroom, distance education, and IT lab computers and servers. The department server room and secure areas is accessible to authorized staff only through smart ID access pads.

Instructional Computing routinely updates computer systems, servers, and applications, applying the latest security patches and updates. The majority of computer labs utilize a special software application that "freezes" the computers, wiping out all changes made to the system. This software maintains a tight control over systems and resets them to a clean slate at every reboot. The Distance Education server cluster is monitored 24 hours a day through on and off site monitoring utilities that send alerts to staff in the event of any outages (II.C.81, 82).

### SELF EVALUATION

The College meets the Standard. Even with reduced staff, Facilities Operations has fully maintained both libraries. Security needs for all both facilities, their equipment, and the collections are addressed. Computing Services staff have developed systems for securing the public access computers in the two libraries as well. Maintenance and security mechanisms at all tutorial and learning support services locations are well established and supported by a strong presence by District Police.

# II.C.1.e.

**When the institution relies on or collaborates with other institutions or 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

The District uses outside organizations and vendors as needed to provide services and resources to students. The libraries, tutorial services, learning assistance centers and labs, and Instructional Computing department follow professional standards. Collaborative agreements with other agencies and contracts with vendors are available for perusal (unless agreements are private due to proprietary restrictions). Relationships and agreements are evaluated regularly as to quality and effectiveness in aiding student's achievement of learning outcomes.

### Library Services

The Library is committed to providing the widest range of services and resources to students. To this end, the Library is a member of the Online Computer Library Center (OCLC), a worldwide library cooperative for cataloging and interlibrary loan (II.C.83). The Library abides by the OCLC agreement, Shared Values and Membership, and Principles of the OCLC Cooperative. The Library is also a member of the NorthNet Library System, a consortium currently comprising 57 member libraries in Northern California (north of San Francisco), with whom they share a courier service for Interlibrary Loan (ILL) services (II.C.84). Currently, the SRJC Library has a very active ILL department that is experiencing increasing utilization (II.C.85).

The Library contracts with the Ex Libris Group for the Voyager suite of Integrated Library System (ILS) software (acquisitions, cataloging, circulation, and statistics reporting). Voyager use is by annual contract, renewed contingent upon librarian evaluation of the software. The libraries receive major upgrades annually and minor software improvements as they become available. Library staff can get on demand usage reports from Voyager (II.C.86).

The College uses Turnitin as a copyright infringement prevention tool and to foster academic integrity. The District has an unlimited site license for Turnitin, which is also integrated with Moodle, one of the two course management systems used for DE. Librarians use Turnitin in their classes and teach instructors of other disciplines to use it. Students are able to submit their writings in Turnitin and faculty utilize Turnitin to grade writing or to have peer grading of student writing (II.C.87).

In 2011, Council of Chief Librarians (CCL), a leadership organization for the California Community College libraries, worked out a state buy arrangement for a baseline set of online databases that was provided gratis to the California community college libraries. The SRJC librarians, based on careful evaluation of student and institutional needs, decided to subscribe to several databases in addition to the baseline set provided by the state. The Community College Library Consortium, a CCL service, negotiates discounts on more than 100 content databases for purchase by the Library (II.C.88).

As per contract agreements with vendors, off-campus access to electronic and digital resources has to be authorized. The District uses EzProxy (user authentication software) to allow access to electronic content (e.g.,ebooks, ejournals, eperiodicals, streaming media, and media databases). Off-campus access is restricted by EzProxy to enrolled students with a current ID number and pin code.

The Ex Libris Voyager is used for accessing the catalog from any location. Students, faculty and community users have access. Internally this system has additional modules that process circulation functions and reserves. The Library also purchases the Discovery module to enhance searching capabilities for databases. The CCL supported consortium purchases allow the Library to have additional database relevant to the student population and is available from all locations. The cooperative Inter-library loan system and OCLC access is used by staff to process requests and catalog materials. Working with IT Department, EzProxy is an authentication software that allows off campus access to the libraries' online databases.

### Media Services

Access to media collections at Sonoma State University (SSU) is provided through cooperative use agreements. Santa Rosa Junior College students enjoy the same media borrowing privileges as SSU students; the checkout period for media items is one week.

Santa Rosa Junior College utilizes funding made available through the Distance Education Captioning and Transcription grant (DECT), which provides California community colleges with funding for live and asynchronous captioning and transcription as a means of enhancing the access of all students to distance education courses. In 2013/2014 Media Services was able to apply over $13,000 worth of DECT funding to the College's captioning needs (II.C.89).

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Media Services assists staff to take full advantage of the services offered by CCC Confer, which provides California Community Colleges system with Web conferencing technology and services in support of meetings, online classes, live synchronous captioning, office hours, and training opportunities (II.C.90). In addition, the Library has purchased a subscription to VAST streaming video database (II.C.91).

Media Services staff review arrangements and must document their evaluation in the PRPP. Currently, the cooperative services with Sonoma State University for media resources is of value to faculty and staff and has met the needs of those who have borrowed media titles not found in the SRJC collection.

## Tutorial Centers and Learning Assistance Labs

College Skills ASK Labs utilize various software programs. Contracts and usage are as follows:

- ALEKS is purchased by the students who are taking specific classes (CSKLS 367.1 and 367.2, Basic Math Review 1 and 2, online). This program is not used for an entire lab. So, as with a textbook, the instructor bases the selection of the software on how well it supports students' achievement. There is no actual contract with SRJC.

- GED related online programs and all other College Skills Department software are renewed annually, and faculty judge how well it has contributed to student success. Assessment through noncredit grading, faculty and staff discussion, and research, and based on the results, the department recommends whether to renew the program or not in the PRPP. The contract details for purchasing and renewing software, once funding has been approved, are handled through Instructional Computing (see below).

Partnerships with both internal groups and external agencies occur regularly at SRJC Tutorial and learning centers and expand exposure to developing skills in information competency to students. Contracts are managed by the programs that receive the grants. These programs comply with SRJC policies and adhere to grant and institutional agreements. Tutorial and learning centers provide services as requested by those programs. Examples of participation include:

- The Santa Tutorial Center worked with CARES PLUS (Sonoma County Child Care Planning Council plus SRJC) to provide tutorial services to Child Development Department students (II.C.92).

- College2Career (C2C), located on the Santa Rosa Campus, uses tutorial and lab services in its program to prepare developmentally disabled young adults with job preparation skills

- Gateway to College, a grant funded by Sonoma County Office of Education, local school districts, and Gateway to College National Network (GtCNN) included the noncredit basic skills preparation computer program in the Petaluma Campus ASK Lab as supplemental support for students' academic work.

- The High School Equivalency Program (HEP), funded by the U.S. Department of Education, Office of Migrant Education, collaborates with the College Skills noncredit GED preparation program, including computer assisted learning programs (II.C.93).

Evaluations for the above are conducted by the sponsoring department or agency, though College Skills can provide Timekeeper data and instructor feedback as needed.

## Instructional Computing

Instructional Computing manages software available throughout the District. Software titles needed by departments are requested through the PRPP and through constituent representation in the ITG. The ITG evaluates and ensures the quality of the software contracted for use through meeting with departments, faculty, staff, and students. Students needing to use certain software titles can use the IT Labs web page to find labs that have software installed (II.C.10-94).

Instructional Computing is able to assess services being used through a policy of not automatically renewing software when it is due for renewal without getting confirmation from individual departments that it is in fact still needed. Additionally, the District uses the TimeKeeper system (II.C.6) in many computer labs to track students' use of and purpose for the computer labs. Other services such as Turnitin have online statistics that show how much faculty and students are using that service and if it warrants renewal. (II.C.95).

The College meets the Standard. The Library carefully manages and evaluates its contracts using data and faculty and staff input. Tutorial centers and learning assistance labs rely on Instructional Computing to handle contracts regarding software licenses. Evaluation is based on data, such as Timekeeper records of student use, assessment of student learning, and faculty and staff feedback. Results of evaluations for all library, tutorial and learning assistance centers, and Instructional Computing are included in PRPP reports, especially since departments may need to request new funding for renewal or purchase of an alternative.

# 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 achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### DESCRIPTIVE SUMMARY

Evaluation is an essential part of SRJC functions, and for all departments, evaluation results, analysis, and requests or actions to respond to results are reported in the PRPP.

### Library Services

The Library has multiple measurements to show it is meeting student achievement of identified learning outcomes. The assessment of the achievement of identified student learning outcomes in information competency is discussed in a separate section. Here the libraries are referencing the assessment of service outcomes for student learning. To measure these service outcomes, the Library implemented surveys for

- Public Service Desk interactions

- Technical Services

- Reference – Research Appointments interactions

- Orientations

- Workshops

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**Illustration II.C.8
It's a RAP: How the Library Used Data to Improves Its Program**

In 2010/2011, the libraries began tracking reference desk interview statistics (II.C.50). After analyzing a full academic year's worth of statistics, they were able to identify weeks during the semester where research questions were highest. Using those data, the libraries initiated a new program in the 2011/2012 called the Research Assistance Program (RAP). In this program students sign up via the Library website for individualized half-hour research appointments with a reference librarian. Many of these students found out about the RAP because a librarian gave a course-integrated instruction session for their class.

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With its surveys focused on service outcomes, the Library has consistently received 82 percent of satisfactory and higher marks. The Library regularly uses the results of these surveys to modify and improve its services, as shown in the example in Illustration II.C.8.

During 2012/2013, the Doyle librarians delivered 203 RAP sessions, and the Mahoney librarians completed 137. The RAP is extremely popular with instructional faculty, who have seen improved performance in terms of quality and breadth of sources used in student research.

SRJC also provides two institutional surveys that are used to evaluate learning support services and provide evidence for their contributions to student learning outcomes. The Library and other learning resource services use this data to evaluate their effectiveness and assess need for changes.

The Student Accreditation Survey, which is conducted every three years, includes a section on learning resources. Student responses in 2013 indicate that:

- 87.9 percent have used the Library.

- 86.9 percent stated that the Library met their needs or provided more than expected.

- 95.6 percent indicated the services were available when they needed them.

- Over 50 percent of faculty indicate that they frequently refer students to the Library.

- The highest usage of library services for faculty is Reserve, which validates renewed emphasis on increasing the collection.

- The highest level of satisfaction was with library staff (II.C.96).

The other survey is the Library User survey conducted by the Library through library computers. The questions relate to user access to library resources and staff, and over 80 percent of respondents listed satisfactory or above for every category except for the hours, which were deemed to be less than adequate. The SRJC Library lobbied and received funding for Sunday hours, but due to a budget crisis 2009-2012, additional hours have not yet been allocated (II.C.97).

The Library also uses surveys to assess specific service activities. User surveys have been conducted on public service desks with a service satisfaction rate of 100 percent (II.C.98).

Survey results also validate the depth and quality of the collections in support of student learning needs (II.C.97). These results are important because the librarians select materials carefully according to established benchmarks and based on student and faculty input. Circulation statistics further demonstrate the utilization of the print collections, and web statistics show the phenomenal use of online resources including databases and Library websites.

## Media Services

Evaluation of services is done on a yearly basis through usage statistics (II.C.99) and also on a continual basis through procedure review during monthly staff meetings. In many aspects, services continue to evolve based on the needs of the District community (II.C.100). Evaluation results and responses are documented in the Library and Information Resources PRPP.

## Tutorial and Learning Assistance Centers and Labs

Tutorial services at SRJC evaluate student use, access, and the relationship of tutoring and learning assistance to course SLOs through by feedback from students, staff, faculty, and administrators. A variety of evaluation instruments inform tutorial services, including surveys and information collected via institutional accreditation, staff evaluations, student surveys, and informal input by faculty, staff and students (II.C.101). Typical results are reflected in the SLO Assessment Report for CSKLS 770, Supervised Tutoring (II.C.102).

General anonymous evaluation of tutors and tutorial operations is ongoing at the Santa Rosa and Petaluma Tutorial Centers and ASK Labs, the English Department Writing Center, and the Mathematics Math Lab through tools such as those listed in Illustration II.C.9 (II.C.103, 104, 105). MESA, HOPE and Anatomy Labs determine student satisfaction and needs via informal conversations, student comments, student requests, and student feedback via faculty evaluations. In each area, students have indicated that they have improved understanding and skills in the subjects for which they sought assistance and are doing better in their academic coursework (II.C.106).

Students also provide suggestions for improving services. An example of responding to student need was when tutees indicated that summer hours didn't accommodate chemistry and some math students. Summer 2013 the hours were extended to the later afternoon, and chemistry and math students indicated this was a "major and great" improvement that helped them with their classes (II.C.106). Additionally, institutional, planning and accreditation surveys, which are disseminated to faculty and staff, are utilized for evidence of meeting student needs and contributing to student learning and success.

## Instructional Computing

Evaluation within Instructional Computing is formally integrated with the Santa Rosa Junior

College Strategic Master Plan for Technology, which is produced by the Institutional Technology Group (ITG) (II.C.107). On an annual basis ITG reviews and updates the District's Instructional Computing hardware and software standards, evaluates the past year's accomplishments, and sets implementation priorities for the future.

### SELF EVALUATION

The College meets the Standard. As shown in the surveys above, the libraries overall effectiveness and satisfaction is highly ranked by users. Tutorial centers and learning assistance labs all have mechanisms for evaluation and receive high marks from students. A more comprehensive means of evaluating the adequacy and effectiveness of Media Services resources and services is necessary, but work on building methods of evaluation is underway, including developing a survey that will be distributed to students, faculty, and staff.

**Illustration II.C.9 Means for Evaluating Tutorial and Learning Assistance Centers Evaluation**

| Site | Method of Evaluation |
|------|----------------------|
| **Tutorial Centers Santa Rosa & Petaluma** | GoogleDoc survey each semester |
| **Academic Skills Labs (ASK)** | Student Satisfaction Survey |
| **Mathematics Lab** | Online Survey |
| **English Writing Labs** | Quantitative Surveys |
| **MESA, HOPE, ANATOMY Lab** | Student comments, faculty evaluation feedback, student requests |

## Standard II.C  Actionable Improvement Plan

| Standard | Plan | Responsibility | Implementation Date |
|---|---|---|---|
| **II.C.1**<br>**II.C.1.c** | The College will pilot and implement an online tutoring program in order to extend learning support to DE students and those who cannot attend the tutorial centers during open hours. | Dean, Language Arts and Academic Foundations<br>Instructional Computing<br>College Skills/Tutorial Department Chair | Spring 2016 |

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# Evidence:
# Standard II.C Library and Learning Support Services Evidence

II.C.1    **SRJC Library Mission Statement**
http://www.santarosa.edu/library/about/mission.html

II.C.2    **SRJC Libraries Annual Statistics**
http://www2.santarosa.edu/f/?nBAAZLMY

II.C.3    **SRJC Libraries Database Descriptions**
http://www.santarosa.edu/library/databases/index.html

II.C.4    **Tutorial Centers Website**
http://online.santarosa.edu/presentation/page/?21591

II.C.5    **Academic Skills Lab Website**
http://online.santarosa.edu/presentation/page/?21593

II.C.6    **Timekeeper Description from Instructional Technology Systems and Projects Website (Screenshot)**
http://www2.santarosa.edu/f/?nEJwBEBW

II.C.7    **Instructional Computing Labs**
http://www2.santarosa.edu/f/?nDBMFQSF

II.C.8    **Inventory of Instructional Computing Software**
http://www2.santarosa.edu/f/?nAPJFDYG

II.C.9    **Instructional Computer Labs Website**
http://www2.santarosa.edu/f/?nAPJFDYG

II.C.10    **Library Liaison Services**
http://www.santarosa.edu/library/services/liaisons.html

II.C.11    **Course Integrated Instruction and Workshop Statistics**
http://www2.santarosa.edu/f/?nDTUWZCC

II.C.12    **Student Orientation Graph**
http://www2.santarosa.edu/f/?nCWYAZCD

II.C.13    **SRJC Libraries Collection Development Policy**
http://libguides.santarosa.edu/content.php?pid=509900&sid=4195754

II.C.14    **Association of College and Research Libraries Standards**
http://www.ala.org/acrl/standards/standardslibraries

II.C.15    **New Course Proposal Form**
http://www2.santarosa.edu/f/?nAVVDLVW

II.C.16    **Website Statistics**
http://www2.santarosa.edu/f/?nEACMIzY

II.C.17    **Library Instruction Webpage**
http://libguides.santarosa.edu/index.php?gid=2429

II.C.18    **SRJC Libraries Website**
http://www.santarosa.edu/library/

II.C.19    **Moodle Reading List**
http://www2.santarosa.edu/f/?nDyWSZNE

II.C.20    **Interlibrary Loan on Library Website**
http://www2.santarosa.edu/f/?nELXNUZT

II.C.21    **Website Access to "Ask a Librarian"**
http://libanswers.santarosa.edu/

**II.C.22**　　**Media Circulation Statistics**
　　　　　　http://www2.santarosa.edu/f/?nBYGDQXx

**II.C.23**　　**Media Production Statistics**
　　　　　　http://www2.santarosa.edu/f/?nEPNPKxR

**II.C.24**　　**Media Services Call Tech Detail**
　　　　　　http://www2.santarosa.edu/f/?nDADNGNO

**II.C.25**　　**Utelogy**
　　　　　　http://www.utelogy.com/

**II.C.26**　　**Distance Education Media Services Room Statistics 2013/2014 http://www2.santarosa.edu/f/?nBZTXTGJ**

**II.C.27**　　**Petaluma Campus Tutorial Center Survey Summary, 2012**
　　　　　　http://www2.santarosa.edu/f/?nCEUEIQX

**II.C.28**　　**Program and Resource Planning Process (PRPP) Writer's Guide, Instructional Equipment Request Section 2.4**
　　　　　　http://www2.santarosa.edu/f/?nBLyJSID

**II.C.29**　　**Santa Rosa Junior College Technology Master Plan, 2015**
　　　　　　http://goo.gl/UoRlkl

**II.C.30**　　**Institutional Technology Group (ITG) Committee Homepage**
　　　　　　https://bussharepoint.santarosa.edu/committees/institutional-technology/

**II.C.31**　　**Excerpt of Instructional Technology Survey on Instructional Equipment and Service**
　　　　　　http://www2.santarosa.edu/f/?nCFNWALN

**II.C.32**　　**Online Support for Students**
　　　　　　http://www.santarosa.edu/administration/administrative-services/information-technology/student/support/

**II.C.33**　　**Student Server Support**
　　　　　　http://student.santarosa.edu/

**II.C.34**　　**Course Outline of Record, LIR 10, Introduction to Information Literacy**
　　　　　　https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=24532&Semester=20137

**II.C.35**　　**Academic and Colleges Research Libraries Components of Information Competency**
　　　　　　http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf

**II.C.36**　　 **LIR 10 Enrollment and Retention**
　　　　　　http://www2.santarosa.edu/f/?nBxDNUvA

**II.C.37**　　**Research Assistance Program (RAP) Web Page**
　　　　　　http://www.santarosa.edu/library/ask/rap.html

**II.C.38**　　**RAP Student Survey**
　　　　　　http://www2.santarosa.edu/f/?nByTCRNV

**II.C.39**　　**RAP Student Survey Results**
　　　　　　http://www2.santarosa.edu/f/?nCYvRIMW

**II.C.40**　　**iPod Tour Statistics**
　　　　　　http://www2.santarosa.edu/f/?nCRINBLD

**II.C.41**　　**Online Information Competencies Help Web Page**
　　　　　　http://libguides.santarosa.edu/sb.php?subject_id=33541

**II.C.42**　　**Library Guides**
　　　　　　http://libguides.santarosa.edu/index.php?gid=2429

**II.C.43**　　**Libraries Research Help**
　　　　　　http://libguides.santarosa.edu/cat.php?cid=24579

**II.C.44**　　**Library Skills Program**
　　　　　　http://www.santarosa.edu/library/services/lsp.html

http://accreditation.santarosa.edu/

**II.C.45**     **SRJC General Education Requirements**
http://www.santarosa.edu/for_students/student-services/articulation/pdf/AA-AS_2014-15.pdf

**II.C.46**     **Institutional Learning Outcomes Website**
http://www.santarosa.edu/slo/institutional/

**II.C.47**     **General Education Learning Outcomes Website**
http://www.santarosa.edu/slo/general/

**II.C.48**     **FacPack**
http://libguides.santarosa.edu/facpack

**II.C.49**     **Library Services for Faculty**
http://www.santarosa.edu/library/servicesfaculty.html

**II.C.50**     **Library Use Statistics**
http://www2.santarosa.edu/f/?nAxvCBIJ

**II.C.51**     **SLO Assessment Report for LIR10, Introduction to Information Literacy**
http://www2.santarosa.edu/f/?nAHDGKVR

**II.C.52**     **Library and Information Resources PRPP, 2014**
http://goo.gl/n9F0jG

**II.C.53**     **Minutes from Brown Bag and Instructional Services Committee**
http://www2.santarosa.edu/f/?nDSBPCZv

**II.C.54**     **Schedule of Classes, Library and Information Resources, Spring 2015 (Screenshot)**
http://www2.santarosa.edu/f/?nBVGRzQC

**II.C.55**     **Faculty Job Requirements, College Skills/Tutorial Department (Screenshot excerpt from NEOGOV Listings)**
http://www2.santarosa.edu/f/?nENvMUJQ

**II.C.56**     **Instructional Assistant, Sr. Job Description**
http://www.santarosa.edu/hr/JobDesc-Classified/Instructional%20Assistant,%20Senior.pdf

**II.C.57**     **IIC-58     New Tutor Application Form**
http://www2.santarosa.edu/f/?nDAIXYww

**II.C.58**     **Faculty Tutor Recommendation**
http://www2.santarosa.edu/f/?nAJBQSWX

**II.C.59**     **Volunteer Agreement**
http://www2.santarosa.edu/f/?nDNXHMTD

**II.C.60**     **Tutor Training Workshop Topics**
http://www2.santarosa.edu/f/?nCPPAyXS

**II.C.61**     **Tips for Student Tutors**
http://www2.santarosa.edu/f/?nEyTJRPz

**II.C.62**     **Best Tutoring Practices**
http://www2.santarosa.edu/f/?nCAHQRPM

**II.C.63**     **Tutorial Mission Statement on Tutorial Centers Website (bottom of page)**
http://online.santarosa.edu/presentation/page/?21591

**II.C.64**     **Tutor/Tutee Bill of Rights**
http://www2.santarosa.edu/f/?nCOyCOTJ

**II.C.65**     **Student Ticket Request Web Page**
https://www2.santarosa.edu/student-help/open.php

**II.C.66**     **DRD Stations List**
http://www2.santarosa.edu/f/?nCTwGKxv

**II.C.67    Web Access to Library Online Chat**
http://libanswers.santarosa.edu/

**II.C.68    Media Production Statistics – 2013**
http://www2.santarosa.edu/f/?nEODEZUP

**II.C.69    Instructional Computing Open Computer Labs Web Page**
http://www.santarosa.edu/it/labs

**II.C.70    Library Access to Computers**
http://www.santarosa.edu/library/services/computers.html

**II.C.71    SRJC Santa Rosa Facilities Planning and Operations Website**
http://www.santarosa.edu/about_srjc/facilities-operations/

**II.C.72    Petaluma Facilities Planning and Operations Website**
http://www.santarosa.edu/petaluma/facilities-operations

**II.C.73    SRJC Safety Webpage**
http://www.santarosa.edu/administration/college-safety/district-police/

**II.C.74    Library Incident Report**
http://goo.gl/wa5Ezo

**II.C.75    Library Policies**
http://www.santarosa.edu/library/about/policies.html

**II.C.76    American Library Association (ALA) Code of Ethics**
http://www.ala.org/advocacy/proethics/codeofethics/codeethics

**II.C.77    SRJC Computer Use Policy**
http://www.santarosa.edu/polman/6facilit/6.9P.pdf

**II.C.78    EZProxy Webpage**
http://oclc.org/ezproxy.en.html

**II.C.79    ExLibris Webpage**
http://www.exlibrisgroup.com/

**II.C.80    Springshare Webpage**
http://www.springshare.com/

**II.C.81    Distance Education Monitoring Site**
http://online.santarosa.edu/cgi-bin/autocate/admin/status_console.pl

**II.C.82    Offsite Distance Education Monitoring Web Site**
http://stonebooks.com/cate/

**II.C.83    Online Computer Library Center (OCLC) Webpage**
http://www.oclc.org/en-US/about.html

**II.C.84    North Net Webpage**
http://northnetlibs.org/about-nls/

**II.C.85    Interlibrary Loan Chart**
http://www2.santarosa.edu/f/?nBQUAGNK

**II.C.86    Voyager Contract**
http://www2.santarosa.edu/f/?nACQzvGS

**II.C.87    Turnitin Link from Library Webpage**
http://www.santarosa.edu/library/services/turnitin.html

**II.C.88    Community College Consortium Webpage**
http://www.ccleague.org/i4a/pages/index.cfm?pageid=3313

**II.C.89    DECT Grant**
http://www.canyons.edu/Offices/DistanceLearning/Captioning/Pages/default.aspx

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http://accreditation.santarosa.edu/

**II.C.90**    **California Community Colleges (CCC) Confer Webpage**
http://www.cccconfer.org/

**II.C.91**    **VAST Video Database**
http://search.alexanderstreet.com/vast

**II.C.92**    **Cares Plus/Tutorial Agreement**
http://www2.santarosa.edu/f/?nBKJBGIU

**II.C.93**    **High School Equivalency Program (HEP) Partnership**
http://www2.santarosa.edu/f/?nEARVCvD

**II.C.94**    **Lab Software Search**
http://www.santarosa.edu/administration/administrative-services/information-technology/labs/search/

**II.C.95**    **Turnitin Statistics**
http://www2.santarosa.edu/f/?nCLXZvQX

**II.C.96**    **SRJC Accreditation Student Survey, 2013/2014 (Library Section pages 17-19)**
http://www2.santarosa.edu/f/?nDVxWU0E

**II.C.97**    **Library Student Survey**
http://www2.santarosa.edu/f/?nABzAIxU

**II.C.98**    **Service Desks Student Survey**
http://www2.santarosa.edu/f/?nDVSyBDY

**II.C.99**    **Media Room Statistics**
http://www2.santarosa.edu/f/?nCEGHSSR

**II.C.100**    **Faculty Survey for Media Evaluation**
http://www2.santarosa.edu/f/?nBEPywRJ

**II.C.101**    **Tutorial Centers Survey**
http://www2.santarosa.edu/f/?nEJTxIyF

**II.C.102**    **SLO Assessment Report: CSKLS 770, Supervised Tutoring**
http://www2.santarosa.edu/f/?nCLyXIzE

**II.C.103**    **ASK Labs Student Satisfaction Survey**
http://www2.santarosa.edu/f/?nAwKEDIE

**II.C.104**    **English Writing Center Evaluation Form**
http://www2.santarosa.edu/f/?nCARBzBD

**II.C.105**    **Mathematics Online Survey**
http://www.santarosa.edu/administration/administrative-services/information-technology/labs/math/feedback

**II.C.106**    **Tutorial Center Comments from Student Survey**
http://www2.santarosa.edu/f/?nAxDXyFK

**II.C.107**    **SRJC Strategic Master Plan for Technology**
http://goo.gl/UoRIkI