College of San Mateo

**ANNUAL UPDATE
PROGRAM REVIEW &
PLANNING**
**Form Approved 9/2/2008:
Governing Council
Revised: 2/21/2010**

DEPARTMENT OR PROGRAM:

DIVISION:

1. **BRIEF DESCRIPTION OF PROGRAM:**
   College of San Mateo Library / Vice President of Instruction Division
   Library Studies Credit Courses (LIBR) / Creative Arts and Social Science Division

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

   Key Successes:
   1) An information competency requirement was successfully passed through the Committee on Instruction. This requirement can be fulfilled through LIBR 100, by testing out, or through courses approved by COI.

   2) Creation and launch of new Library website. The Library website is considered a teaching tool, and a means for students to access the library resources and subject guides from on or off campus.

   3) The LIBR program is meeting its goals in terms of increasing enrollment and retention in LIBR 100. LIBR 105 has been consistent in its enrollment. The Library is working on retention through various models of delivery such as offering both in-person and online courses, creating online tutorials, providing web 2.0 workshops to students to supplement their CSM coursework, and acknowledging the difference in delivery styles to both digital native and digital immigrants.

   4) CSM Library was able to begin a seed ESL collection through initial funding from the BSI program at CSM. This collection has enhanced the Library's ability towards meeting the needs of CSM's diverse student body.

   Key Challenges:
   1) Reconfigure and update the Library classroom. This project has been put on hold as of December 2009.

   2) Continue to increase enrollment in Library credit courses.

   3) Work towards re-engineering and re-envisioning the library's public spaces in light of the academic and technological needs of the contemporary student body.

   4) Secure funding to provide access to Library subscription databases, which are accessible to both on-campus and distance education students.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

The goals in the AY 09/10 program review were listed in two categories: short term and long term.

Short-term goals:

Goal 1) Basic skills tutorials
Create new information competency tutorials and/or amend current tutorials that address reading and writing skills of basic skills students. The Library's first strategy to address this goal was to apply for a BSI grant to fund a skills tutorial called Learning Express. The funds were not granted. In-library solutions for this goal are now being assessed and reviewed. We are investigating internal and external options for information competency tutorials for non-basic skill students.

Goal 2) Library website
Creation of a new, innovative library website that meets the needs and expectations of current and future students and staff. The website is substantially completed. Additional content is being added and/or edited continually.

Long-term goals

Goal 1) Electronic Reserves system for the CSM campus
Dialogue has begun between the Library, ITS, and other stakeholders. Implementation will depend on several factors including the financial, technical and legal implications of such a service.

Goal 2) Distance education library services
Library faculty is assessing the current venues for distance education on campus. Venues include WebAccess, iTunes, and screencasts.

Goal 3) Secure new funding sources for Library facilities and collection building
The discussion has begun regarding a Friends of the CSM Library organization and exploring the District foundation or other funding agents and opportunities.

Goal 4) Acquire updated materials to better support the current curriculum
While quality materials were purchased in AY 09/10, the funding mechanism for the Library seriously hampers progress on this necessary service to students, faculty and staff. The state budget crisis endangers this goal as currently all funding for the materials comes from state funds.

Goal 5) Work towards re-engineering and re-envisioning the library's public spaces in light of the academic and technological needs of the contemporary student body.

Library faculty and staff have noted the requests and concerns of students about the library's public spaces. Consistently there are requests for quiet or group study spaces, accessible power plugs, casual seating and other concerns. Library staff incorporates these concerns into the overall vision of improved library space for the CSM campus.

Goal 6) Reconfigure and update the library classroom

The Library classroom was targeted for renovation during winter break. Planning and review meetings took place over Summer 2009 and Fall 2009. Further meetings and the most specified renovations were postponed in November 2009. The sole renovation for the classroom that was completed was the installation of Mecho shades for westward facing rooms on the first floor of building 9. A timeline for the resumption of the renovation work is unknown.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

    The Library plans to continue the goals listed in section 3. In addition, two long-term and two-short term goals have been identified.

    Long-term goals:
    1) The first long-term goal is to identify and recruit CSM faculty to design and seek approval by COI for curriculum that infuses the information competency requirement into their courses.

    2) Another long-term goal is to work with faculty to place a direct link in their syllabus or course website to the Library resources.

    Short-term goals:
    1) One short-term goal is to create a mobile web site for the Library. According to the Pew Internet and American Life Project's Future of the Internet study from 2008, most users will connect to the Internet via mobile devices by 2020. It is the goal of the Library to stay up to date with the technological needs and user patterns of its students.

    2) The final short-term goal is to continue offering Web 2.0 workshops to CSM students, faculty and staff. These workshops cover topics such as the use of online productivity tools to maximize success in the classroom and creating online learning communities through the use of Web 2.0 tools.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

    1) One of the main issues that we face is the loss of Telecommunications and Technology Infrastructure Program (TTIP) funding that supported a number of the Library's databases. These funds were recently cut from the California state budget. The subscription databases (i.e. Academic OneFile, LexisNexis Academic, Proquest Biology Journals, etc.) are an important research tool for CSM faculty and students. The Library does not currently get financial support from the college to pay for these resources (i.e. Fund 1). All the Library support to purchase books, databases, magazines, journals and equipment has been funded by soft money, and all those funds are no longer available.

    2) Another issue that the Library faces is the inability to buy enough books and materials to reflect all academic departments on campus. Many of the Library's titles are outdated and cannot serve CSM faculty and student body to the fullest advantage. The Library cannot address this challenge without persistent and consistent funds needed to maintain an academic library collection.

    3) Further, the Library currently owns 9 laptops for use by students within the library. They are more than 5 years old. The laptops provide student access to academic resources at

peak times. They also allow students mobility and flexibility when doing research individually or in a collaborative setting. The Library would like to replace these laptops.

4) Additionally, budget cuts during 09/10 year have resulted in severe cutbacks to Library hours. Since then, we have had a number of complaints from students, particularly in regards to the cuts on Saturday hours. Many of CSM's working students need to access the library on the weekend. Currently, the Library is open only for 3 hours on the weekend. This is a one-hour increase from 08/09, however, we hope to receive additional funding to restore weekend hours to the level of previous academic years.

5) In addition, the Library's elevator is an ongoing problem. It often breaks down making it difficult for disabled students to access the Library. We hope that library renovations will soon address this pressing issue.

6) Finally, insufficient full-time library staffing has crippled the Library's ability to adequately fulfill key library functions in Technical Processing and Access Service areas. The continued lack of professional expertise in these areas will continue to hamper the Library's ability to adequately respond to current needs and plan for the future.

6.   STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

a.   Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

LIBR 100 SLO:
Constructs and implements effective and efficient search strategies for searching the library catalog and a research library database

Assessment Strategies:
An essential assignment is usually devoted to demonstrating search strategy using either the library catalog or the library's subscription databases. Using a rubric to evaluate the assignments, the instructor can assess the aggregate proficiency level of the students in the class. The aggregate results of this assessment will be analyzed and reported soon after the grades are reported for the semester

b.   Student services areas: N/A

7.   **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**
(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

a.   In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Full-time Access Services Librarian	The position would be a restoration of the remaining 50% of a full-time position lost to a retirement in 2003. The full-time person who had worked at approximately 40% after retirement left permanently in May 2008 leaving a major void in the Technical Processing Area. The impact has further accelerated with the retirement of the classified staff member who worked under her direction in December 2008. When granted, the position will restore expertise, leadership and direction in the functional areas of Technical Processing and Access Services which primarily include acquisition and cataloging of print and online resources, archives, digitization projects, electronic reserves and repositories, government documents and borrowing and lending services including interlibrary loan. Equally important is the fact that this faculty member would participate in providing reference services, teaching library orientations and credit courses, producing campus and public programming (e.g. Faculty author event, One Book, One Community) events and participating on shared governance committees. Further, this faculty member can also help to develop resources and services geared	This position would greatly serve distance education students and access to instructional materials (i.e. books, databases) for student and faculty success.

towards Distance Education students at CSM. Additionally, he can be responsible for faculty outreach, be an advocate for distance learning, provide student support, and promote a consistent experience for distance education students.

The impact if not granted is the continued lack of expert leadership in the Technical Processing and Access Services areas and the continued constraint of the Library to fulfill its public programming mission or participate in other campus initiatives and activities.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, __briefly__ indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Library Support Specialist	If granted, the position will allow the library to respond to student needs and day-to-day cataloging tasks in a timely and proactive manner. As this position has varied duties including public service desk responsibilities, the library's ability to help students transact the business of the library including circulation duties, student assistant supervision and computer trouble-shooting. If not granted, the library's ability to flexibly and responsively help students will continue to suffer because it will be short-staffed, thusly not able to cover public service hours. Additionally, there will be a backlog of items to be added to the CSM catalog – items purchased but not immediately available to	This position would greatly serve student access to Library resources from within the Library and via remote access.

	students or faculty.	

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: iMac 21.5 inch Desktop Computer **Number:** 2 **Vendor:** Apple **Unit price:** $1,557 **Total Cost:** $3,114 **Status*:** 1 replacement, 1 New	We have had requests from students to provide more Apple computers. In Spring 2010, the one Apple computer in the Library ceased to function and was too expensive to repair. The Library is the largest open lab on campus with the most hours of accessibility. If granted, the Library can provide its users with a broader set of learning tools. If not granted, there will be zero Apple computers in the Library, limiting our ability to offer a good range of research tools for students.	Input text here.
Item: Latitude E6400 14in **Number:** 9 **Vendor:** Dell **Unit price:** $1563.30 **Total Cost:** $14,943.47. **Status*:** Replacement	If granted, students will have updated computers that allow them to work in flexible ways throughout the library space. The current public computers have aging hardware and their configuration does not accommodate collaborative work.	
Item: 2-Button USB Optical mouse **Number:** 10 **Vendor:** Dell **Unit price:** 12.23 **Total Cost:** 133.61 **Status*:** New	Required accessory for other computer requests listed in this report.	
Item: Books to support CSM curriculum **Number:** varies	It is crucial for CSM library to continue to acquire timely and appropriate research materials	

Vendor: varies **Unit price:** varies **Total Cost:** $70,000 **Status*:** New / Replacement	for student and faculty use. If granted, the library can purchase new books across several disciplines. If not granted, the CSM Library will not be able to add new titles to its collection, thus adversely affecting student and faculty research.	
Item: Library subscription databases **Number:** varies **Vendor:** varies **Unit price:** varies **Total Cost:** $25,000 **Status*:** Renewal	In past years, the Library has relied on Telecommunications and Technology Infrastructure Program (TTIP) funding, however, due to California State budget issues, these monies have been reduced to zero. Students and faculty rely on these databases for timely academic level research.	
Item: AC adapters for E6400 **Number:** 5 **Vendor:** Dell **Unit price:** $72.99 **Total Cost:** $398.71 **Status*:** Replacement	Required accessory for other computer requests listed in this report.	
Item: Task Chairs **Number:** 50 **Vendor:** Demco **Unit price:** $104.99 **Total Cost:** $5249.50 **Status*:** Replacement	Updated library furniture will reflect current trends and practices in library and information centers. Furniture will be designed to accommodate current student learning styles and support the data/electrical expectations of students learning and working with new technologies.	
Item: Dell 5330dn Workgroup Laser Printer (public printer) **Number:** 2 **Vendor:** Dell **Unit price:** $1223.97 **Total Cost:** $2591.68 **Status*:** Replacement	The current Library printers for student use are starting to fail and show their age as they were purchased in 1998. They have required several service calls in the last year. There are often jams due to equipment failures, lack of sufficient memory and slow processing speeds. With the closure of other CSM student labs, there is a limit on the number of places for students to print their documents.	

***Status = New, Upgrade, Replacement, Maintenance or Repair.*

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* **evaluation:** 3/25/2010

Please list the department's *Annual Update for Program Review and Planning* **report team** <u>as appropriate:</u>

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Full-time faculty: Teresa Morris
Part-time faculty:
Administrators: Lorrita Ford
Classified staff: Bryan Gerbig
Students:

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Primary Program Contact Person's Signature   *Date*

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Full-time Faculty's Signature   *Date*

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Part-time Faculty's Signature   (as appropriate)

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Administrator's Signature   *Date*
                                              (as appropriate)

_____   3-25-10
Classified Staff Person's Signature   *Date*
                                              (as appropriate)

_____   *Date*
Student's Signature   (as appropriate)

_____   *Date*
Dean's Signature