College of San Mateo

Program Review Submission

Home   Actions   Logout   How it works

Instructional Program Review

Program Name: **Library Studies**
Program Contact: **Morris, Teresa**
Academic Year: **2013-2014**
Status: **Submitted**

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, **5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

College of San Mateo Library serves as both a physical and virtual location where students, faculty, staff, and community users gather for research, study, and use of the library's human and technological resources and services. Library services include access to librarians for research, reference and instructional activities; access to the print and online collections consisting of thousands of journals, articles and books.

The Library engages in with institutional programs and initiatives such as the Honors Project, Puente Project, International Student program and others. In this manner the library directly supports the Institutional Priority: Improve Student Success. The Library also contributes to campus events like the President's Lecture Series and provides a variety of programs and workshops to the campus such as the mobile device workshops and the Athletes as Readers and Leaders Project. Through that kind of programming, the Library supports the College Mission for students to be "to be informed and engaged citizens in an increasingly global community."

Library Studies currently offers a 1 unit course – LIBR 100 Introduction to Library Research. In this course, students learn to become critical users of information for academic, career, and personal use using library and internet resources. The course is one of several that satisfy the CSM Information Competency graduation requirement.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

Library Service Areas:
New Library learning outcomes were developed in AY 2012-2013 for implementation in Fall 2013. They were based on input from the library staff with feedback from the Library Advisory Committee. Development of surveys and assessment tools for these outcomes started in Fall 2013 with initial data expected in Spring 2014. Although the initial data shows no consistent trends that would signify obvious areas of improvement, regular and consistent testing and monitoring of the service SLOs and student success may reveal such areas in the future.

Library Studies:
The SLO assessment cycle for LIBR 100 was completed in Spring 2013. Library faculty reviewed the SLOs for the course during the pre-Spring semester flex day meeting. Faculty discussed about the disconnect between students success in selecting quality resources and articulating their source evaluation process. Librarians considered whether re-working the SLOs was necessary or if other course outlines

changes were needed.

B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

African Americans students

African American students have had the lowest success rate for any ethnicity demographic during the three year cycle of data. During the cycle, the success rate has fluctuated widely but has generally shown an upward trend (71% - 56.3% - 62.9%). During that same time, the headcount of African Americans students doubled each year. Their representation in the class changed from 2% of the course students to 10%.

Pacific Islander students

Pacific Islander (PI) students have shown an upward success rate for the three year cycle of data. In all years of the cycle, Pacific Islander students have had equal or higher success rates than the rate for the class as a whole. During the cycle, PI student headcount has more than doubled and their representation in the classes has changed from 4% to 6% of the course students.

Hispanic students

Hispanic students success rates have fluctuated during the three year cycle, while the students have consistently made up the largest portion of the class.

Filipino students

Filipino students have increased their representation in the course and have experienced increased success each year of the data cycle (50% success to 67% success).

Gender

For the first time during the three year cycle, male students succeeded at a higher rate than female students and the ratio of female to male students has tightened.

Age

Students from 20-24 years old still make up the majority of students in the course and show a strong success rate in the latest year (71.4%). The next largest age group 25-29 years old also show a strong and consistent success rate (73.3% - 78.3% - 78.3%) during the three year cycle.

Overall, the **success rates for LIBR 100** have trended upward and currently match the campus rate (72.8% in AY 2012/2013). Asian American and White student combined enrollment percentages have declined over the three year cycle (47% - 36% - 32%) but both groups still consistently have higher levels of success in the course.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

African American students

There are notable differences for the success rates of African American students in traditional face to face classes and distances classes. During Fall 2011 and Fall 2012, more African American students took the class as a distance class then as a traditional class. The group had the lowest success rates of any ethnicity demographic when taking the courses as a distance class. The number of African American students taking the course are small (9% of the LIBR 100 students in Fall 2012) which is a larger percentage than their representation on campus (3.5% of all students - **EMP 2012**).

Pacific Islander students

During Fall 2011 and Fall 2012, the success rate of Pacific Islander (PI) students improved (33% to 66.7%) significantly for the students taking the course as a distance course, but declined (100% to 71.4%) for students in traditional courses. With this fluctuation and with the small numbers of students, it is not clear whether PI students show a trend for less success if taking the course as a distance course.

Hispanic students

Hispanic students taking the course as a distance course increased their success from Fall 2011 to Fall 2012, but showed greater success in the Fall 2012 in the traditional courses than in Fall 2011. Since Hispanic students made up the largest portion of the students in both modes of delivery of courses for that time, it is difficult to determine if the students do better with one mode of learning or the other.

Gender

In Fall 2012, male and female students success rates were almost equal (52.3% / 53.7%) when taking the course as a distance course, but male students showed slightly more success in the traditional face to face courses. Male students showed an improved success rate in distance courses from Fall 2011 to Fall 2012 (44% to 52.3%) while female students showed marked improvement in traditional courses (66.7% to 78.3%).

Age

Students 20-24 years old make up the majority of students in both traditional courses and distance courses. There are significant differences in their Fall 2012 success rates when taking the course as a distance course (51.3%) versus taking the traditional course (85.7%). This difference is similar to the Fall 2011 rates. Though the distance course rates have improved, they are still less than the campus rate. The next largest age group, 25-29 years old, improved their success rates in distance course mode significantly (40% success to 57.1% success) during the same time, but their success rates in traditional courses for both years was considerable more impressive (100% in Fall 2011 and 93.8% Fall 2012).

While the spread for distance course success rates for all students ranged from 50% to 66.7%, students under 19 years old did significantly worse in the traditional face to face course - 45% success rate. This age group made up the second largest portion of the traditional courses in Fall 2012, but had the lowest success rate.

Overall, the data provided continues to show that students do significantly better in traditional, face to face mode than in the distance course mode. The success rates have improved from Fall 2011 for both modes, but the difference between the modes remains.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

The LOAD for LIBR 100 fluctuated over the 3 year reporting cycle (800.4; 525.5; 837.4) where it now is comparable to college targets. However, the small numbers of sections, mixture of full-time, adjunct and overload teaching complicates the computation of efficiency of the course. For most of the reporting cycle, there was only one full-time librarian absorbing a one-unit section and overload sections for various semesters.

The LOAD measurement does not accurately reflect the efficiency of all librarian time. Librarians, full time and part-time, have other student contact hours (reference services, one-to-one appointments and library orientations), not included in this measurement.

3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's **Gainful Employment Disclosure Data**, **External Community**, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

5. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

2013-2014 Library Service Area Plans

Programs and Activities to promote Interdisciplinary Learning
The CSM Library Makerspace was developed as an activity to promote interdisciplinary learning. Started during National Library week in April 2013, the library worked with faculty and staff from various departments to create workshops and other activities. Future collaborations include working with the Math/Science division on CSM Library Makerspace events for the annual Family Science Day in Fall 2014. One of two measurable outcomes have been met:

- 1 or more collaborative projects with faculty across multiple disciplines.
Implement an online integrated resources discovery service.

WorldCat Local was chosen as the discovery service and the contract began July 2013. The system has been available for student, faculty and classified use since January 2014. Further implementation steps are the creation of publicity materials and instructional materials for users. Three of five measurable outcomes have been met:

- Importation of MARC records
- Focus group testing at satisfactory levels
- Integration of record

Library Classroom Renovation
The classroom renovation began over the winter break in AY 2013/2014. The room was enlarged, the lighting was redone, data and power supplies were re-worked; speakers were installed and re-wired to work with the existing projection unit; walls were painted; wall talker systems were installed and windows installed on the east side of the room between the classroom and the main library area. Decisions about furniture and equipment are still pending. All measurable outcomes met:

- Report on need changes or improvements
- Completed plans
- Classroom available for teaching and learning
2013-2014 Library Studies (LIBR) Plan:

Course Materials Alternatives – Library Studies

Librarians discussed textbook changes at the pre-Spring semester Flex day meeting devoted to reviewing the general and student learning outcomes for the course. Librarians are considering the specific information needs required by the class, how those needs are connected to the student learning outcomes and how or if existing textbooks might fulfill that information need. One of two measurable outcomes met:

- Report or Meeting notes describing desired instructional content

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. [**Note**: Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

The Library will continue with planning processes and initiatives to maintain its position as an intellectual and interdisciplinary hub for the campus.

In developing ideas for the "Library of the Future", we are looking beyond the needed physical renovation of the library facility. In our vision, the Library is an essential "Third Space" for students and faculty - a different but important space between home and school.

Typically students see their diverse educational goals or disciplines as discrete areas, which may hinder their ability to see interdisciplinary overlap between programs and areas of our campus. The potential for interdisciplinary exploration exists now with students learning in same math class but with different educational goals. An Electronics student (a CTE program) and Engineering (a transfer student) and an English major could all eventually be working on the same workplace project. That collaboration could begin now with this vision of the future.

The library's vision is to bring together students and faculty from diverse areas to see the commonality among them and to create new knowledge and experiences. This enhancement to the library's role on campus would support several institutional priorities including Student Success, Academic Excellence and Relevant, High-Quality Programs and Services.

The Library's two successful grant proposals to support the CSM Library Makerspace Incubation Project are excellent examples of how the Library is already living the future.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

Assessment training including information on formative vs. summative assessment strategies, authentic assessment.

Reading Apprenticeship, which is a faculty professional enrichment program to help instructors proactively address students' reading challenges.

Survey design workshops to aid in classroom and program assessment needs.

Integrating *Habits of Mind* pedagogy in library studies curriculum and instruction

Technology training for workplace computer applications (example Lynda.com)

Increased financial support for discipline, pedagogical or service area conferences for faculty and classified staff.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Collaboration between library faculty and other instructional faculty to increase the number of Information Competency Infused Courses

Opportunity to present Library services information at campus wide forums (Opening Day) or to specific groups on campus (Student Ambassadors or Student senate).

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.

Leave sections blank if no major changes are anticipated.

Faculty

Equipment and Technology

A five year, statewide contract for EBSCO databases began in 2012-2013. It provided a significant number of databases for community colleges. The library will need to plan now to anticipate the replacement of database funding when the contract ends in 2016-17.

The CSM Library is responsible for the physical care and access to the archives records of the College of San Mateo. Preservation of the printed materials requires supplies such as acid free boxes to properly store the materials. Access to the materials expertise (archival and cataloging) to organize the materials through the creation of catalog records and finding aids. Both activities, preservation and access, require funding and staff to properly care for the collections.

The reference desk area is surrounded by public computers that are used by students and other to complete academic work and research. These computers were installed 3 years ago and will need to be updated soon.

The library has the only public photocopy machines on campus. All three machines have been in use for more than 7 years and will need replacing soon.

The RFID resources tracking and circulation system is used by all of the libraries in the PLS system except the college libraries. It will require new equipment for staff workstations, new item identification and security tags, new security gates and optimally a self-service station that enables patrons to pay library fines via debit or credit cards. It will be more efficient for students and staff and reduce likelihood of repetitive stress injuries

Instructional Materials

A five year, statewide contract for EBSCO databases began in 2012-2013. It provided a significant number of databases for community colleges. The library will need to plan now to anticipate the replacement of database funding when the contract ends in 2016-17.

Classified Staff

Library Support Specialist – Access and Technical Services to assist with duties in technical services such as processing materials and in access services working with the pubic at the circulation desk.

Classified staffing specifically substitute staffing has been unpredictable. That makes it difficult to accommodate events such as illness, leaves of absences or planned vacations or retirements.

Facilities

The main floor and mezzanine floors of the library are need of updates/renovation. Updates of these areas would include reconfiguration of services desks, study spaces and books stacks. Necessary updates include painting, new carpet, new furnishings and data and power upgrades.

The public elevator continues to be unreliable requiring numerous service calls for repair. During 2013-2014 a patron was stuck in the elevator.

Lack of light management (sun rays) has a great impact on light and glare for many tasks including computer use. It also has an impact on heat and cooling control year round.

Ongoing facilities requests have not resolved the temperature problems for the library classroom.

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1

Programs and Activities to promote Interdisciplinary Learning - Library

Development of library programs and support of campus programs for students, faculty and staff to explore interdisciplinary learning. The collaborative nature of this plan will involve a significant number of library staff and library faculty working to develop, plan and implement programs and resources. This plan specifically supports the viability of the Honors Program, Umoja, Puente and other transfer programs (*Institutional Priority: Promoting Academic Excellence*) and specifically supports all three aspects of the CSM curriculum as mentioned in the *College Mission* - basic skills, career and technical programs, and transfer preparation. .

Actions (s)	Completion Date	Measurable Outcomes
Development of specific course or workshops to support transfer programs (Puente Project; Honors Project Seminars; Umoja)	Fall 2014	Course outlines submitted for 2014-2015 or Workshop SLOs drafted and piloted.
CSM Library Makerspace programs	2015	1 or more collaborative projects with faculty across multiple disciplines.
Collaborate to develop one or more Information Competency Infused Courses	Fall 2014	Course outlines submitted for 2015-2016 catalog.

Plan 2

Library Renovation

The main floor and mezzanine floors of the library are need of updates/renovation. Updates of these areas would include reconfiguration of services desks, study spaces and books stacks. Necessary updates include painting, new carpet, new furnishings and data and power upgrades. Planning and completion of the library renovation will contribute to *Institutional Priority Promote Relevant, High-quality Programs and Services* by creating a high quality learning and teaching space.

Actions (s)	Completion Date	Measurable Outcomes
Infrastructure assessment	2014	Report on needed changes/ improvements
Creation of architectural or building plans	2014	Completed plans
Construction Activities	Summer/Fall 2015	Library spaces available for public use

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
none	

Equipment and Technology

Description	Cost
Radio-frequency identification Project (RFID)	$40,000
Document Camera Supported by DGS	$2159
EPSON PowerLite Pro G5950 XGA 3LCD Projector with Standard Lens	$2525

Instructional Material

Description	Cost
Contracts for database renewals.	$48,000
Contracts new for databases	$2300
Contracts for ongoing utilities and bibliographic services	$11,500
Books purchases	$45,000
Standing Orders and Periodical subscriptions	$15,000

	$121,800

Classified Staff

Description	Cost
Library Support Specialist – Access Services and Technical Services	Full-Time

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost
Update/Renovation of public service areas (reference and circulation) including re-configuration, carpet replacement, data and power upgrades and paint. Update/renovate student spaces in Library including reconfiguring the mezzanine layout for more usable space, group study rooms , and updates to paint, carpet, data and power throughout.	To be determined
Wayfinding Updates (Internal signage)	To be determined

7. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.
Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
LIBR 100	Teresa Morris	October 2014

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Stephanie Alexander	Weekly updates

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Teresa Morris	May 2014