College of San Mateo

Program Review Submission

2014-2015 Instructional Program Review

Program Name: **Library Studies**
Program Contact: **Morris, Teresa**
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Status: **Submitted for review**
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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, 2013/14-2015/16**, **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 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 such of programming, the Library supports the College Mission for students "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 effectively discover library and internet resources, and to become critical users of information for academic, career, and personal purposes.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

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

Library Service Areas:
New Library learning outcomes were implemented 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 produced in Spring 2014. Surveys were used to gather information about students ability to be self-sufficient in the library. The majority of respondents could correctly identify the technical tool to accomplish a task (putting a hold on a book), the same students were less certain about what library service can help with academic information needs. The library will need to consider strategies that help students identify the correct service/tool for their immediate questions.

Library Studies:
The SLO assessment cycle for LIBR 100 was completed in Spring 2013. A new cycle of assessment will begin Fall 2015. Faculty still observe a disconnect between students' success in selecting quality resources and their ability to articulate their evaluation process.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

> Library Studies has no degrees or certificates.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

> Library Studies has no degrees or certificates.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

> Library Service Areas
>
> Assessment data has been gathered for the CSM Library Makerspace. Many of the goals of the Makerspace also support Library Service Area learning outcomes. With this data, the library can assess the reach of the Makerspace into the campus community and the library's reach as an interdisciplinary service.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

> Library Studies 100 can satisfy GE Area E5d. Specific SLOs support the following GE student learning outcomes.
>
> 3 SLOs from LIBR 100 specifically support the GE SLO Critical Thinking.
>
> - Summarize the information need and create a thesis statement and a revise the statement with a manageable focus.
> - Demonstrate that sources used for a research project or annotated bibliography are pertinent for the chosen topic.
> - Evaluate a web page using a consistent set of standardized criteria to find credible information.
>
> Based on the assessment results, students are making valuable information choices overall, but librarians concluded that students may be internalizing their evaluation process. They are unsuccessful in documenting their evaluation process.
>
> 2 SLOs from LIBR 100 specifically support the GE SLO Ethical Responsibility/Effective Citizenship
>
> Interpret / Construct a bibliographic citation using the rules of an appropriate citation style.
> Describe multiple strategies that aid in avoiding plagiarism or copyright infringement.
>
> Based on the assessment results, students were less successful at documenting their information sources. As demonstrating this skill is a critical behavior that supports this GE SLO, additional instructional strategies are needed to address this.

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 success rate made a marked change according the the PRIE data. During the three year data cycle, the success rate has generally shown an upward trend (56.3% - 62.9% - 70.6%). During that same time, the headcount of African Americans students fluctuated widely. Their representation in the class changed from 9% of the course students to 4%.

Pacific Islander students

The success rate for Pacific Islander (PI) students has a significant drop for the three year cycle of data. In AY 13/14, PI students success was at 54.2%. This is the lowest rate since data has been available for this population of students (AY 10/11). Clearly some change has happened that needs investigating.

Hispanic students

Hispanic students success rates have fluctuated during the three year cycle, however in the three year data cycle, Hispanic student success has matched or exceeded the college success rate. The students consistently make up the largest portion of the class.

Filipino students

Filipino students have increased their representation in the course and continue to experience increased success each year of the data cycle (60% success to 74.2% success).

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 (73.2%). The next largest age group 25-29 years old also show a strong and consistent success rate (71.2% - 78.3% - 79.5%) during the three year cycle. The success rate for students under 19 years has made a strong improvement (67.7% - 48.1% - 70.4%) at the same time that their enrollments grew.

Overall, the success rates for LIBR 100 have trended upward (73.8% in AY 2013/2014).

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. 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.

4. Planning

A. Results of Program Plans and Actions

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

2014-2015 Library Service Area Plans

From 2014-2015 Program Review: Plan 1 - Programs and Activities to promote Interdisciplinary Learning
The CSM Library Makerspace was developed as an activity to promote interdisciplinary learning. Since Spring 2013, the library has worked with faculty and staff from various departments to create workshops and other activities. Collaborations include working with the Math/Science division on CSM Library Makerspace events for the annual Family Science Day in Fall 2014. In AY 2014-15 one of two measurable outcomes have been met:

- 1 or more collaborative projects with faculty across multiple disciplines.

From 2014-2015 Program Review: 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.

In 2014-2015, one measurable outcome was met:

- Report on need changes or improvements

Two outcomes have not been met:

- Completed plans
- Library spaces available for public use available

During the winter break of 2014-2015, the carpet was replaced in the public and staff areas of the library. Some data infrastructure improvements were made at that time.

From Program Review submitted Spring 2013 - Plan 4: Develop plans for the assessment and sustainable management of the College archives and historical photographic collections.

The Library houses the College's Archives and Historical Photographs collections. The collections are currently not maintained or organized using modern archive standards. A complete assessment of the collections is needed and then plans and process for preservation, storage, retrieval and access can be proposed.

The measurable outcomes for this plan have not been met.

- College Archive - Assessment Report
- Historical Photograph Collections - Assessment Report

Presentations were made to the administration about the need for college investment in these historical collections. Additional steps have not been implemented.

2014-2015 Library Studies (LIBR) Plan:

Course Materials Alternatives – Library Studies

Librarian instructors successfully changed the common textbook used for LIBR 100 in Fall 2014. The book is less expensive and is available as a ebook. However, librarians continue to look at alternative texts.

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, 2013/14-2015/16**, 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 and 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

The CSM Library is responsible for the physical care and access to the archive 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 requires 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 4 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, planned vacations or retirements. The substitute currently on call is a long retired CSM library employee. While able to perform basic customer service, the technology skill set needs improvement.

Facilities

The main floor and mezzanine floors of the library are in need of updates/renovation. Updates of these areas would include reconfiguration of services desks, study spaces and books stacks. During the winter break of 2014-2015, the carpet was replaced in the public and staff areas of the library. Some data infrastructure improvements were made at that time.

The public elevator continues to be unreliable requiring numerous service calls for repair. During 2013-2014 a patron was stuck in the elevator. During 2014-2015, a library employee attempted to escorted a disabled patron to the mezzanine level in the public elevator and both were stuck for 45 minutes.

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. In the summer, the cooling system struggles to cool the main floor and hardly makes a dent in the temperatures on the mezzanine floor.

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, 2013/14-2015/16**. 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 2015	Course outlines submitted for 2014-2015 or Workshop SLOs drafted and piloted.
CSM Library Makerspace programs	2016	1 or more collaborative projects with faculty across multiple disciplines.
Collaborate to develop one or more Information Competency Infused Courses	Fall 2015	Permanent course outlines submitted for 2016-2017 catalog or Experimental course outlines submitted for Spring 2016

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	2015	Report on needed changes/ improvements
Creation of architectural or building plans	2015	Completed plans
Construction Activities	Winter/Spring 2016	Library spaces available for public use

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5. 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** and notify 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
Book Scan Station	$3,995.00
Laminating machine	$169.99

Instructional Material

Description	Cost
Contracts for database renewals.	$52,000
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 – Archives and Access 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

6. 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	May 2015

B. Website Review

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

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

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Teresa Morris	May 2015