College of San Mateo

Instructional Program Review

Program Name: **Library Studies**
Program Contact: **Morris, Teresa**
Academic Year: **2016-2017**
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, CSM Strategic Goals 2013/14 to 2015/16, and other Institutional Program Planning as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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. Thus it supports Strategic Goal 4 - Supporting Professional Development by providing resources for faculty and staff to develop skills and explore pedagogy and other theory relevant to their disciplines. 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 and programming for students, faculty and staff that supports academic and professional goals. These are specific examples of how the Library contributes to CSM's *Strategic Goals 1 Improve Student Success*, and *2 Promote Academic Excellence*. The Library also provides online collections and reference services that support distance education students at CSM thus impacting CSM *Strategic Goal 2 Objective: Improve effectiveness of distance learning*.

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 *Strategic Goal: Improve Student Success.* The Library also contributes to campus events like the Family Science & Astronomy Festival + Makerspace and provides a variety of programs and workshops to the campus such as the 3D printing workshops exposing non-STEM focused students exposure to technology that may soon become common place for all students - regardless of major. Through such 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 in order to become critical users of information for academic, career, and personal purposes. This course aligns with two General Education student learning outcomes - *Critical Thinking* and *Ethical Responsibility/Effective Citizenship.*

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.
Specify how SLO assessment informs curriculum development and changes to curriculum.

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. 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? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See course-to-program SLO alignment mapping.

Library Studies 100 is not included in any certificate or program, thus there is no information regarding program SLO and individual course data to compare. It is a part of the general education where students can use it to satisfy Area E5d Career Exploration and Self-Development. See discussion in #3 below.

3. 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 (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See GE SLO Alignment Summary Report or All Courses GE SLO Alignment Data.

GE SLO Critical Thinking

Library Studies 100 can satisfy GE Area E5d. Specific LIBR 100 SLOs support the following GE student learning outcomes - Critical Thinking.

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.

For example, based on the assessment results from LIBR 100, 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. In the General Education Student Learning Outcomes Assessment Results - Survey Data, Spring 2016, students indicated they were confident in important critical thinking area:

- I can effectively assess the legitimacy or adequacy of different types of information [98.0% Total Agree]

LIBR 100 assessment contradicts that student self-assessment data about this issue and a larger campus discussion is warranted. It is apparent that there is a gap between student perceptions on this issue and our SLO assessment.

GE SLO Ethical Responsibility/Effective Citizenship

Two SLOs from LIBR 100 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, the many students could improve at documenting their information sources. Both course SLOs require students to learn and apply strategies that assist them in being accountable when using the ideas of others in their own work, and thus in being ethically responsible, and effective citizens. Students need to demonstrate these critical behaviors that supports this GE SLO. Librarians see a need for additional instructional strategies are needed to address this in LIBR 100 and other courses

too.

In the General Education Student Learning Outcomes Assessment Results - Survey Data, Spring 2016 🔏 , students asserted that they could identify ethical issues:

- I can identify ethical issues and evaluate their consequences [98.1% Total Agree]

Librarians see a need to address both issues beyond the instruction in LIBR 100. New approaches for addressing these problem may be developed as the Framework for Information Literacy for Higher Education (2015) is reviewed and integrated into CSM's information competency instruction methods.

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.

Overall, the success rates for LIBR 100 have returned to an upward trend during the data report cycle (74.1%; 59.2%; 69.4%). The dip in AY 2014/2015 is of concern. All groups (age, gender & ethnicity) experienced the same dip.

African Americans students

African American students success rate has returned to near the campus success rate, recovering a little from the 2014/2015 dip (70.6%; 55%; 63.6%). During that same time, the headcount of African Americans students fluctuated widely.

Pacific Islander students

In the last program review cycle, it was noted that in AY 13/14 Pacific Island students success rate was at 54.2%. This was the lowest rate since data has been available for this population of students (AY 10/11). However, in this data reporting cycle, Pacific Islander students success rates improved markedly (AY 2015-2016 - 72.7%).

Age

Students from 20-24 years old still make up the majority of students in the course and exhibited the same dip in success rates as other groups of students. Historically, this group shows a strong success rate and after a severe dip in AY 2014/2015, returned to that pattern from past years. The success rate for students under 19 years old had made a strong improvement (67.7% - 48.1% - 70.4%) in previous three year data cycle but exhibited the same dip in AY 2014/2015 as other groups and has not really recovered during this data cycle (70.4%; 59.5%; 57.6%).

SLO data is being reviewed again for insights but other variables may have had an impact on student success. A big difference between AY 2013/2014 and 2015/2016 is a major change for the learning management system at a time when we had more online courses than face-to-face courses and also a time when we had a mix of adjunct and full-time faculty teaching 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.

Overall, the data provided continues to show that students do better in traditional, face to face mode than in the distance course mode for LIBR 100. The summary data for Fall 2013, 2014, 2015 shows an improvement from the previous data cycle but the rate is still below the success rate for all classes as noted in the College Index. Important changes happened during this data cycle including a major change for the learning management system (January 2014). This could have affected the delivery of distance courses and student and faculty comfort level with using the system.

African American students

There are notable differences for the success rates of African American students in traditional face to face classes and distances classes. African American students had the lowest success rates of any ethnicity demographic when taking the course as a distance class but that low success rate is not mirrored in the traditional classes. The number of African American students taking the course is small making it difficult to draw definitive conclusions.

Pacific Islander students

During this data cycle, Pacific Islander students success rate was equal in both modes. 50% of the students were successful according to the data provided. This is significantly lower than the campus success rate. Changes for the class delivery or pedagogical practice should be investigated.

Age

Students 20-24 years old make up the majority of students in both traditional courses and distance courses. There is a difference in their success rates when taking the course as a distance course (60%) versus taking the traditional course (63.9%). This is a drop from the previous data cycle and continue to be less than the campus rate. There was no consistent pattern for traditional class versus distance class for students 30+.
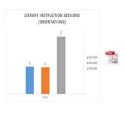
C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

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

Student Success and Core Program Indicators mark the efficiency of one piece of the Library's instructional program - the single credit class LIBR 100. The LOAD for LIBR 100 fluctuated over the 3 year reporting cycle (574.7;490.5; 370.7) and it now is below the college goal of 550. Fewer sections of LIBR 100 were taught in AY 2015-2016 with almost 50% fewer students. During this reporting cycle - an additional full time faculty member was added to the library - causing an impact on the efficiency indicators. Before AY 2014-2015, a mixture of full-time and adjunct teaching had been the norm for many years.

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.

The Library's instructional program is also made up of library orientations (50-65 minute instruction session), other workshops, and one-to-one student research consultation appointments. The number of library orientations delivered has doubled between AY 2014-2015 and 2015-2016. The decrease in LIBR 100 sections is directly related to the increase of library orientations. Beginning Fall 2015, all ENGL 100/105 courses satisfied the Information Competency graduation requirement for CSM associates degrees. Each ENGL 100/105 section has integrated information competency instruction delivered through two required library orientations. Most students admitted Fall 2015 or after are fulfilling the information competency requirement by taking ENGL 100/105. As a result, there are fewer sections of and students in LIBR 100, but a significant increase in library faculty needed for developing and teaching orientations for the English department.

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.

New Information Literacy framework

Since 2000, most U.S. college and university libraries have used the information literacy standards issued from the Association of College and Research Libraries to teach, guide and assist students to find, use, evaluate and organize information for their academic and personal needs. CSM uses an information competency statement from the American Association of Community Colleges (AACC) that is based on the ACRL Standards. ACRL recently completed a review/revision process that has culminated in the *Framework for Information Literacy for Higher Education (2015)* adopted this year - superseding the 2000 Standards document. This will be an important transition for the CSM Library involving scholarly and action research to implement this framework in the community college setting.

Library Advisory Committee Recommendations

During AY 2015-16, the Library Advisory Committee, a subcommittee of the Academic Senate Governing Council, reformed and reopened a dialog with the Library. The following recommendations, primarily related to Strategic Goal 6 Enhance Institutional Dialog and Strategic Goal 4 Support Professional Development came from the committee during AY 2015-16.

- Improve communication about resources and events through better use of tools like campus listservs, newsletters, and meeting directly with groups such as Divisions
- Coordinate with the Center for Academic Excellence Committee (CAEC), a subcommittee of the Academic Senate, to support professional development opportunities by featuring relevant resources, training on use of library resources, and options for library services
- Coordinate with CAEC to present material to faculty participating in the New Faculty Institute

4. Planning

A. Results of Program Plans and Actions

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

From 2014-2015 Program Review: Plan 1 - Programs and Activities to promote Interdisciplinary Learning (ongoing plan)

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.

Action: CSM Library Makerspace programs that promote interdisciplinary learning.
Outcomes from original plan: 1 or more collaborative projects with faculty across multiple disciplines.
Outcome Accomplished: Collaborations include working with the Math/Science division on CSM Library Makerspace events for the annual Family Science Day in Fall 2015 and Fall 2016. Business/Technology departments were also included (COSM and ELEC).

Action: Collaborate to develop one or more Information Competency Infused Courses
Outcomes from original plan: Permanent course outlines submitted for 2016-2017 Catalog or Experimental course outlines submitted for Spring 2016

Outcome Accomplished: Library involved in course planning for new Year One initiative courses - Fall 2016

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the CSM Strategic Goals 2013/14 to 2015/16. For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

Library as Service and LIBR 100 Plan

PLAN: A new framework for information literacy (information competency) has been adopted by the Association of College and Research Libraries *Framework for Information Literacy for Higher Education (2015).* The previous ACRL standards were the basis of the information competency guidelines used at CSM. The plan is for the library faculty to review the new framework, communicate with stakeholders across the campus and the district and create an implementation plan for infusing the ideas and concepts from the Framework as appropriate for community college students. This is a multiple year plan.

Goal 1: Improve Student Success - Objective: Increase student participation in academic support services and improve such services

When the new Framework is applied, it will impact how students use the Library which is an academic support service. The library will be creating and providing learning objects (videos and handouts) and teaching workshops that will engage students and support their work.

Goal 2: Promote Academic Excellence - Objective: Use the results of SLO assessment to promote academic excellence.

This plan stems from the release of the new Framework, but will also address the SLO assessments results we noted from our LIBR 100 classes.

Goal 4: Support Professional Development - Objective: Provide opportunities for employees throughout their careers to engage in the development of innovative curriculum, programs, and student services; interdisciplinary collaboration; assessment and evaluation; leadership training; and scholarly activities which promote teaching and learning.

The campus outreach and dialog necessary to implement this plan can impact the development of curriculum programs (infusion of information competency). It will be a scholarly endeavor for library faculty with the potential for professional development for the campus. This plan will also address Library Advisory recommendations to increase communication about resources available to faculty for curriculum development and classroom teaching.

Goal 6: Enhance Institutional Dialog - Objective: Improve campus wide communication

The implementation and institutionalization of the Framework will require Library faculty to partner with campus stakeholders including individual faculty from a range of departments across each division; the Library Advisory Committee, a subcommittee of the Academic Senate Governing Council; and the Institutional Planning Committee among others.

Action	Timeline
CSM Flex Day Activities *Framework for Information Literacy for Higher Education (2015)*	January 2017
Outreach to Library Advisory Committee	Spring 2017
Outreach to Skyline and Canada Libraries	March 2017

Outreach to Campus committees (ASGC, COI, CAC, CAE, Divisions, IPC)	April 2017
Write Implementation Plan	April 2017
Implementation	AY 2017-2018

OUTCOMES

Library Outcomes

- Revision of Library as Service Learning Outcomes
- Revision of LIBR 100 SLOS

CSM Wide Outcomes

- Campus discussion of Frameworks
- Professional Development offerings to CSM faculty and staff concerning new Framework
- Request Committee on Instruction review of Information Competency Graduation Requirement - Integrated Subject Courses (2009) - policies and procedures.
- Review of GE SLOs related to Information Competency.

Library as Service Plan

PLAN: The Library will be starting a new collection area: comics/graphic novels. The English Department created a new course LIT 155 Comics and the Graphic Novel that will run in Spring 2017 and beyond. The Library also sees this new area supporting a variety of language arts and social science courses that use visual materials or social justice content - two areas that are well covered in historical and modern graphic novels and comics.

Currently the library has few printed graphic novels and bound comic books and no electronic sources for graphic novel or comic book content. Collecting in the area of graphic novels and comic collections, requires planning and problem solving for specific acquisition and technical services issues around user experience, search and discovery, access to resources through our library catalog and databases, and physical housing of any print materials. This is a multiple year plan.

Goal 1: Student success

The addition of a comics/graphic novels collection will help students successfully meet goals of any courses exploring multimedia content, and using comic books or graphic novels as course texts. The general readership of comics/graphic novels is people aged 18-24, with about a 60% / 40% divide between male and female readers (Graphic Policy, 2016 & Boopsie, 2016). As such, with careful attention to selecting a collection representing meaningful storylines and diverse characters, there is potential for this collection to appeal directly to our students and engage underrepresented students, and/or students working on developing basic skills. Students can explore information literacy and visual literacy through use of a comic and graphic novel collection.

Goal 2: Academic excellence

Courses and academic programs focused on graphic novels / comic books are more and more frequently found in literature, arts, media, and other programs at colleges and universities. Having access to a collection focused on these materials gives students the opportunity to better prepare for transferring to such programs.

Goal 3: Develop responsive, high quality programs and services

Development of this collection would emphasize infusing cultural competency by focusing on selecting diverse and global sources and materials.

Goal 6: Institutional dialog

In creating this collection, we would have the opportunity to partner with other departments who rely on these materials for their courses and programs.

Actions	Timeline
Review of current collection	Fall 2016
Written collections statement	Spring 2017
Review of cataloging and technical Services requirement	Spring 2017
Outreach to Divisions	Spring 2017
Initial selection and purchase of core collection	Spring 2017 -

OUTCOMES

High quality and high engagement resources for a variety of academic disciplines

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5. 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
n/a		

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	January 2017

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

Professional development - instructional design and accessibility standards

Professional development - using assessment data for services changes.