

DEPARTMENT OR PROGRAM:

Vice-President of Instruction. Library Studies (LIBR) courses are listed in the Creative Arts and Social Science Division

DIVISION:

I. DESCRIPTION OF PROGRAM

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

The library is also an instructional unit. The instructional program is diverse in both scope and delivery, offering credit courses and non-credit orientations where students can learn the combination of knowledge and critical thinking skills necessary to be Information Competent students. LIBR 100 satisfies the Information Competency graduation requirement at CSM and is CSU/UC transferable. The Library also offers an advanced, transferable credit course LIBR105. Every semester librarians teach multiple library orientations on research techniques in several disciplines. Librarians collaborate with each other and their faculty partners to create presentations unique to each class.

The library collections are developed and maintained to support CSM community's wide range of information needs. Print and online resources are collected in response to and in anticipation of changing needs of faculty and students, in turn reflecting program, population and access changes. Selection of library materials is the responsibility of librarians who solicit input from other faculty concerning collection needs.

The Library print collection contains approximately 90,000 volumes. Librarians endeavor to maintain the collection through a ongoing analysis and weeding program which helps to ensure the continuing effectiveness of the collections. The print collection of periodicals is being systematically augmented by access to online databases. The Library's online collections consist of periodicals, books and images which seek to represent all areas of learning at CSM.

Library faculty actively participate in the shared governance of the college. They are standing members of the Committee on Instruction, Academic Senate Governing Council, Library Advisory Committee and the Technology Committee. They also serve as ex-officio members of the CSM Distance Education Committee.

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Library faculty teaching credit courses collaborate before each semester to determine which SLO will be assessed. For the last two and a half years, (AY 09/10 and AY 10/11), those librarians have used similar assignments that yield the data used for the assessment of that year's SLO. LIBR 100 was the only course offered during this time period

Year	SLO	Findings
AY 09/10	Evaluate a web page using a standard set of criteria	The learning outcome that was assessed is very important for students to master at a higher level than satisfactory. Instructional methods for this concept were textbook readings, class discussions and handouts. Instructors will modify the instructional methods that introduce, explain and reinforce the importance of website evaluation. New methods to be explored and implemented for online sections may include forum discussions, assignment devoted to this concept; and aural/visual learning objects. New methods to be explored and implemented for on-campus sections may include an assignment devoted to this concept and aural/visual learning objects."
AY 10/11	Constructs and implements effective and efficient search strategies for searching the library catalog and a research library database	Faculty will complete the assessment at end of Spring 2011.

- b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

During the AY 09/10 assessment cycle Library faculty instructors concluded that several changes could be made to the way LIBR 100 introduces and reinforces the importance of criteria-based evaluation of research sources. Library instructors sought out and created new readings and activities for on-campus sections and distance sections. Instructors will continue to modify the supporting materials although the associated SLO will not be re-assessed within the next two assessment cycles.

- c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most

column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
LIBR 100			X		X
LIBR 105			X		X

III. DATA EVALUATION

LIBRARY STUDIES	AY 07/08	AY 08/09	AY 09/10
Enrollment	38	11	62
WSCH	102	33	59.49
FTEF	0.53	0.2	0.33
LOAD	191	165	178

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

Enrollment data from AY 07/0 through AY 09/10 reflects the increase in the number of sections. PRIE projects a 38% increase by 2012-2013, however with the increase in number of sections in AY 10/11 (5 sections) it's likely the enrollment numbers will be significantly higher. More students are taking the LIBR courses to fulfill the Information Competency graduation requirement and this affects the demand for multiple sections.

Reported below are the orientations taught by librarians during the same time period.

Year	Fall Students / Sections	Spring Students / Sections	Summer Students / Sections	Total Students	Total Orientatio ns
AY 07/08	1055/46	971 / 44	189 / 7	2215	97
AY 08/09	1079 / 44	1054 / 35	133 / 5	2266	84
AY 09/10	1084 / 39	1123 / 40	116 / 6	2323	85

The WSCH data shows a decline. WSCH calculations are based on the typical instruction pattern for classroom faculty. Full-time librarians' contact hours with students in the library averages 15-17 hours per week in addition to any credit course instruction that is calculated in the WSCH numbers reported by PRIE.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

For full-time librarians, 1 unit of instruction is incorporated in the calculation of their larger academic assignment. Over the 3 academic years reported, FTEF numbers have fluctuated. During AY 09/10, all courses were taught by the 2 full-time librarians. While this was useful for program coordination and assessment, it is unsustainable situation considering the increased demand for sections during the AY 10/11.

- c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

The LOAD data as reported by PRIE shows a decrease over 3 academic years. PRIE projects a continual decline for this data point. The latest LOAD number for this program does not meet the state's target indicator of 525. Since the current formula for WSCH data is unable to accurately describe full time librarian contact hours, the LOAD data reported above is likely to be misleading.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

The successful course completion rate has increased from 35% to 46% for LIBR 100 from AY 07/08 to 09/10. This is below the target set by the College Index 2008-2011. During the same time period the retention rate has risen from 53% to 86% - above the target set for AY 09/10.

Library Studies has been able to retain more students, but needs to improve its success rate. Instructors have anecdotally noted that the online sections tend to have more students that underestimate the time commitment for reading the material and participating in the class forums – leading to less successful students. Modern distance education is delivered through online services and portals and modern research tools have migrated to electronic or online forms over the last 15 years. Successful student completion of LIBR 100 or LIBR 105 is heavily

dependent on a high comfort level with accessing and using computers and Internet technologies.

Library faculty have already begun to work with the Distance Education Committee on the wider issue of technological readiness and student expectations for distance education courses.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

There was no clear relationship between age of the student and retention and/or successful course completion. Asian American students had the highest retention and success rates. Overall two-thirds of females and fifty percent of males were successful in the class.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	Internal Factors	External Factors
Strengths	<p>Library facilities and resources are available to any CSM student regardless of discipline. Students study in the space, obtain reference help from library faculty and obtain resources (course reserves, circulating books and research databases) to support their academic and vocational goals.</p> <p>Library faculty evaluate and select resources equally across subject disciplines and technologies that are used by CSM students.</p> <p>Librarians participate in outreach through presentations to departments and divisions and collaborating with faculty in</p>	<p>Research conducted over four decades relates a clear relationship between library use and student persistence and student achievement (<u>ASCCC Standards for Libraries</u>).</p> <p>Library faculty involvement in shared governance gives the opportunity for the whole faculty to understand how the library services impact and are impacted by curricular and administrative decisions (<u>ASCCC Standards for Libraries</u>)</p> <p>Surveys of students and faculty satisfaction with the library are generally very positive.</p>

	<p>identifying appropriate resources for current, new, and updated courses and programs.</p> <p>The library works to communicate information about its programs, resources, services, and programs through the library newsletter and online social media.</p> <p>Library faculty actively participate in the shared governance of the college.</p> <p>The Library services as an anchor for scholastic and cultural activities on campus.</p> <p>The faculty and staff of the Library are a good reflection of the diversity of the CSM student population.</p> <p>As the oldest serving library in the SMCCD district, the CSM library is a unique repository for campus and district history.</p> <p>Library Studies faculty have several years experience teaching information competency credit courses and non-credit orientation.</p> <p>Library instructors demonstrate high competencies in using instructional technologies (course management systems, screen casting software, etc).</p> <p>The library benefits from having an onsite academic administrator with professional library training and expertise in managing and providing direction for the library's instructional programs, access services, and technology resources.</p> <p>The Library Advisory Committee plays an important role in</p>	
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	<p>communication, feedback, and planning for current and future library resources and services.</p> <p>As a partial Federal Depository, CSM Library provides direct access to important government documents. The library receives documents in print and online formats with bibliographic records to enable integration in the library catalog which ensures easier access to a wide range of government documents.</p>	
<p>Weaknesses</p>	<p>The staffing with a single full time librarian has crippled the library's ability to provide a consistent level of services and hindered the library's ability to implement new technologies; provide adequate instructional services and engage in appropriate levels of planning, coordination, collaboration, and assessment. (Example: CSM Learning 2.0 workshops that taught new technology skills to students, faculty and staff were not offered in Spring 2011)</p> <p>Current staffing means that time for communication and collaboration with subject faculty for collection development and instructional collaboration is severely constrained. Example: continuous collection management which is needed to provide current materials [print and electronic formats] that support changing curricular needs is hard to accomplish with the insufficient level of staffing of faculty librarians.</p> <p>According to the Fall 2010 <u>Standards of Practice for California Community College Library Faculty and Programs</u>, a library serving a campus of 3000-5000 FTEs should have 4 faculty librarians. CSM currently has 1 FT and</p>	<p>The same state budget crisis facing the campus will also impact the library. Library funding is not a line-item in the standard budgeting systems of the college. In past years, the Telecommunications and Technology Infrastructure Program (TTIP) funding was available for funding library catalog systems and research databases. This fund has been discontinued by the State of California</p>

	<p>1.34 PT faculty librarians.</p> <p>The CSM library building was one of the first ones built on the College Heights campus. Seismic upgrades were done in the mid 1990s, but the building needs major infrastructure upgrades including the improvement of accessible power supplies for students using institutional or personal laptops, temperature stability in the library's public, instructional and office spaces, and refurbishment of seating for individual and collaborative study.</p> <p>Library operational and public spaces need to be upgraded and updated to meet current and future needs.</p>	
<p>Opportunities</p>	<p>Campus faculty are open to collaboration with the library as they see the library as both a partner and a collaborator in instructional activities.</p> <p>By virtue of their professional training and experience, library personnel have tremendous unmet capacity to serve academic support services needs for students and to provide instructional technology support for faculty.</p> <p>The faculty and staff of the Library are culturally and ethnically diverse and have awareness and sensitivity to the needs of a wide cross-section of the CSM student population.</p>	<p>Library faculty and staff are frequently the first line of assistance and advice for technological updates or changes college students.</p> <p>Libraries are often among the first operations on campus to implement new technologies.</p> <p>Because many high schools no longer have professional librarians on staff and not all faculty include research assignments in their courses, the library is often the first place where students get assistance with research strategies, information about ethical use of information and assistance in the evaluation and citation of resources.</p> <p>As the student body changes, becoming more diverse with an increasing number of basic skills students, first-time college students, and students from a growing number from diverse cultures and ethnic</p>

		backgrounds, the library must provide resources and services that meet their needs.
Threats	<p>Current staffing levels will stifle the ability to plan for, implement and maintain emerging information tools and new technologies that support instructional mandates like distance education and maintain currency with emerging library technology, processes, and protocols.</p> <p>The Library's materials budget is not a permanent line item in the general 1 fund. Most of the resources and equipment budget comes from one-time, soft money sources, i.e. Lottery Funds or State-funded block grants for instructional equipment. Because these funds must also serve the needs of other disciplines and divisions and because these funds fluctuate from year to year, it is almost impossible to engage in long-term planning.</p>	<p>The same state budget crisis facing the campus will also impact the library. Library funding is not a line-item in the standard budgeting systems of the college. In past years, the Telecommunications and Technology Infrastructure Program (TTIP) funding was available for funding library catalog systems and research databases. This fund has been discontinued by the State of California.</p> <p>Library technical processes and access services within all jurisdictions in the Peninsula Library System are currently in the process of migrating to new platforms, protocols, and technologies. The CSM library does not have the personnel with required expertise to implement or maintain these new systems.</p>

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.

See Appendix A and B

- b. Identify the action steps your program will undertake to meet the goals you have identified.

See Appendix A and B

- c. Briefly explain, specifically, how the program’s goals and their actions steps relate to the *Educational Master Plan*.

See Appendix A and B

- d. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the goals are reached.

See Appendix A and B

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- 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, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Web Services Librarian. A self-motivated, technology forward, full-time, tenure-track librarian with a strong public service orientation to deliver excellent student-centered instruction and web services for students and faculty.	This position would be a replacement for a librarian who left to take another position midyear AY 10/11.	
Access Services and Distance Education Librarian. This librarian would focus on the following areas: supporting and expanding services to distance learning students and faculty; and would be the lead expert and administrator for the integrated library system for access services and acquisition/cataloging areas.	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.	

	<p>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 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.</p> <p>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</p>	
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Classified Positions 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.
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	

	<p>library's ability to help students transact the business of the library including circulation duties, student assistant supervision and computer trouble-shooting.</p> <p>If not granted, the library's ability to flexibly and responsively help students will continue to suffer because it will be short-staffed, and therefore, not able to cover public service hours. Additionally, there will be continue to be a backlog of items to be added to the CSM catalog and a backlog in the processing of archival materials..</p>	
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- 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 instruction (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.
<p>Item: Adobe Design Suite Number: 3 Vendor: Adobe. Unit price: \$117. Total Cost: \$351. Status*: Maintenance.</p>	<p>If granted, students will have access to updated software only available in one or two other labs on campus. Having the latest software version also ensures that security updates will be forthcoming. If not granted, students will continue to use the last version available for which security updates are likely to cease in the near future.</p>	
<p>Item: Books and Standing Orders and Periodical subscriptions</p>	<p>It is crucial for a library to continue to acquire timely and appropriate research materials</p>	

<p>Number: Vendor: Various Unit price: \$79,000 Total Cost: \$79, 000 Status*: Maintenance</p>	<p>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 negatively impacting student research.</p>	
<p>Item: Contract renewals for databases. Number: varied Vendor: varied Unit price: \$24,211 Total Cost: \$24,211. Status*: Maintenance.</p>	<p>Contract renewal for the current databases will continue to provide students (and faculty) with high quality research literature in a variety of subject areas. If not granted, students will have to rely on the open Web for their research needs, possibly having to purchase access to articles individually as the literature in these areas are not usually freely available Web sources and some resources are not available at all outside of these databases.</p>	
<p>Item: Contracts for new research databases and research tools Number: varied Vendor: varied Unit price: \$14,267 Total Cost: \$14,267 Status*: New</p>	<p>In purchasing databases to cover gaps in psychology and science (besides Biology), the library will be providing reliable, scholarly materials for student research needs. If not granted, students will continue to be underserved in this subject area where journal literature is a key component of research.</p> <p>Acquiring a site license for on-demand films will provide a centralized mechanism for courses needing multimedia content as primary class content or supplementary content.</p> <p>If not granted, faculty will continue to seek and purchase individual media titles with a potential for duplicative</p>	

	purchases.	
<p>Item: Overhead Projector Epson Powerlight Pro G5750WUNL LCD PROJECTOR Number: 1 Vendor: Epson Unit price: \$2,825.00 Total Cost: \$2,825 Status*: New</p>	<p>The projector in the library classroom is not up to current campus standards. It is unable to adequately project given the lighting/darkening issues in that room – contributing to a difficult instructional environment. This model will bring the projection equipment equal to newly installed units on campus. If not granted, the current equipment will still be used and continue to contribute to the challenging instructional space.</p>	
<p>Item: Wireless Module Number: 1 Vendor: Epson Unit price: \$85 Total Cost: \$85 Status*: New</p>	<p>Necessary accessory for the overhead projector.</p>	
<p>Item: Standard Lens Number: 1 Vendor: Epson Unit price: \$989 Total Cost: \$989 Status*: New</p>	<p>Necessary accessory for the overhead projector.</p>	
<p>Item: Sound Mount Number: 1 Vendor: Epson Unit price: \$735 Total Cost: \$735 Status*: New</p>	<p>Necessary accessory for the overhead projector.</p>	
<p>Item: Computer Chairs for student computers Number: 50 Vendor: TBD Unit price: \$300 Total Cost: \$15,000 Status*: Replacement</p>	<p>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. Additionally, students have complained for years that the</p>	

	chairs currently occupying the library are old and squeaky, creating significant distractions. New chairs would eliminate this distraction and significantly improve student study areas.	
Item: Macintosh Computers Number: 2 Vendor: Apple Unit price: \$2450 Total Cost: \$4900 Status*: New	We have had requests from students to provide more Apple computers. 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, we will continue to have only one Apple computer in the entire library for student use, limiting the ability of the library to offer a good range of research tools for students.	

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

VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
LIBR 100	10/2009	2015
LIBR 105	11/2010	2016

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here: Janet Black (faculty), Jamie Marron (faculty), Sam Sanchez (faculty), Mary Valenti (faculty), Valery Yu (student)

Attach or paste ACT report here.

b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.


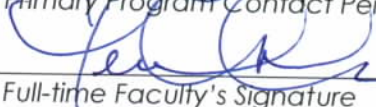
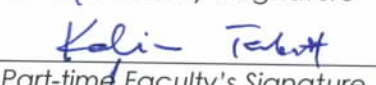


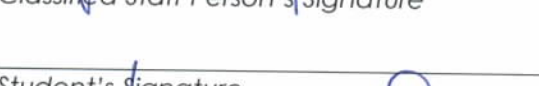

The library faculty appreciates the commendations and recommendations listed in the ACT Report. The library will continue to advocate for the remodeling and renovation of the library's instructional classroom.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Teresa Morris
Phone and email address: 574-6579 ; morrist@smccd.edu
Full-time faculty: Teresa Morris
Part-time faculty: Kalina Tabatt
Administrators: Lorrita Ford
Classified staff: Bryan Gerbig
Students:

	5/16/2011
Primary Program Contact Person's Signature	Date
	5/16/2011
Full-time Faculty's Signature	Date
	5/16/2011
Part-time Faculty's Signature	Date
	5/16/2011
Administrator's Signature	Date
	5-16-11
Classified Staff Person's Signature	Date
	
Student's Signature	Date
	5/16/2011
Dean's Signature	Date

College of San Mateo Library Comprehensive Program, Spring 2011

Advisory and Consultation Team (ACT) Report

The Library Program Review Team has done an outstanding job in compiling and reporting this information with limited resources.

Library facilities are available to any CSM student regardless of discipline or academic standing. The library provides several opportunities for students who are struggling to improve their academic standing and a quiet environment certainly helps students concentrate.

The librarians do an exemplary job of helping students with their research. They are friendly, helpful and knowledgeable. The library orientations are thorough, well-organized and informative.

Based on review of the Library program review the Advisory and Consultation recommends that the priority be given to remodeling and enlarging the library classroom.

“Review looks wonderful! Thank you so very much for all you do!”

“The library is a motivating environment!”

Consultation Team Members:

Janet Black (faculty)

Mary Valenti (faculty)

Jamie Marron (faculty)

Sam Sanchez (faculty)

Valery Yu (student)

College of San Mateo Library Goals
Appendix A

Goals	Example Action Steps	Relationship to Master Plan	Mileposts
<p>CSM Library will plan and implement programs and services that support the growing and changing distance education student population.</p>	<p>Conduct a faculty needs assessment concerning readings required for the class.</p> <p>Design standard WebAccess modules (by division) describing library services that can be given to faculty teaching wholly online, hybrid and on campus classes.</p>	<p>Aligned with CSM Goal 1: Programs and Services</p> <p>Aligned with Institutional Priority #2 Objective – Improve effectiveness of distance learning program.</p>	<p>Majority of online or hybrid courses link to Library’s distance education page or imbed the library module created for their division.</p>
<p>CSM Library will support the information and research needs of current and future students through the acquisition of print and online materials.</p>	<p>Conduct an age assessment of the current print book and ebook collections.</p> <p>Purchase appropriate mix of print and online materials that support academic and vocational aspects of the CSM curriculum.</p>	<p>Aligned with CSM Goal 1 and CSM Goal 8</p>	<p>Increase in curriculum related materials for 65% of the selection areas.</p>
<p>CSM Library will support the information and research needs of current and future students with updated, safe and ADA compliant, instructional and library facilities (technology, furniture and equipment).</p>	<p>Renovate library classroom space reflecting collaborative teaching and learning for all students.</p> <p>Renovate library classroom to assure accessibility for students with disabilities.</p>	<p>Aligned with CSM Goal 1 and CSM Goal 8</p>	<p>Re-configuration of library classroom space into a maximized instructional space equipped with furniture ,technology, and equipment that fosters active teaching and learning and improved accessibility for students with disabilities.</p>

Library Studies

Appendix B

Goals	Example Action Steps	Relationship to Master Plan	Mileposts
<p>Library Studies faculty will complete a full SLO assessment cycle for all LIBR courses listed in the 2011-2012 College Catalog to determine if additional resources or professional development could enhance student learning.</p>	<p>Each semester (Fall/Spring) a different SLO will be assessed increasing assessment activities in excess of the campus mandated 1 SLO per academic year.</p> <p>Identify professional development opportunities in the area of Information Literacy instruction.</p> <p>Create learning site for librarians teaching credit courses to serve as a repository of resources and information that documents, demonstrates and fosters best practices in on-campus and online instruction of LIBR courses.</p>	<p><i>Aligned with CSM Goal 4 - Assessment and Institutional Priority #2 – Promote Academic Excellence</i></p>	<p>Complete assessments and recommendation for LIBR 100 and LIBR 105 recorded in TracDat.</p>