

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Library & Library Studies
Faculty Contact: Teresa Morris

Academic Year: 2013-2014
Program Review Submission Date: March 25, 2013

I. 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 planning documents](#) 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 Program, Puente Project 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 of 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.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Library Service Areas: Writing learning outcomes for services areas is known to be difficult due to the transitory nature of student interactions. The Library drafted three student learning outcomes in 2006. The Library used student survey data as the assessment evidence. Survey data for two of the SLOs reflects student perceptions of their proficiency. The assessment data indicates proficiency for these SLOs. A third outcome asked students to demonstrate their knowledge/proficiency. A majority of students successfully demonstrated proficiency with the third SLO.

Areas for Improvement: In 2006, when the SLOs were written, the College was just learning to write measurable outcomes. This is reflected in the assessment challenges we've experienced. In 2011-2012, the Library worked with the Library Advisory Committee to review and revise our SLOs. CSM Library viewed the revision of the SLOs as an opportunity to learn from the assessment challenges we experienced. In AY 2012-2013, library staff drafted and adopted new SLOs for implementation for Fall 2013.

Library Studies: A complete assessment cycle for the SLOs for LIBR 100 will be completed at the end of 2012-2013. Librarians have noted that students demonstrate proficiency in most of the SLOs. When asked to do a task, student work usually provides sufficient evidence of understanding the task, however when students are asked to write about their critical thinking process behind the task, some students struggle. Librarians have considered if this is a course related problem or if it is due to the writing and composition skills of individual students.

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Areas for Improvement: The review of the success data for students in LIBR 100 showed a marked difference between on-campus sections and online sections. Librarians will collaborate to address this issue during the curriculum revision process and after.

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.

The small headcount for LIBR 100 makes the data reported here difficult to interpret due to fluctuations in class size over this three year cycle.

The data from the three year cycle ending 2011-2012, indicates rising success rates for LIBR 100. The LIBR 100 (69.9%) compares well with the college wide success rate (70.9%). Students are also retained at a higher rate than the college and withdraw from the class at a lower rate.

LIBR 100 offers several sections during the summer session and that data is not represented in the above figures. Success rates for 2010 (39.3%), 2011 (66%) and 2012 (69.2%) indicate improvement and is essentially equal to the college success rates.

In reviewing the most recent academic year some trends are apparent. Asian students (80%), White students (74.4%) and Hispanic students (73.8%) had the highest success rates and made up the majority of the students in the class (59.7%).

The majority of students in LIBR 100 were 19-24 years old. The most successful students (66.7%) successful were 20-24 years old - comparable to the college rate of (66.1%). Many students earning an Associate's degree can use this class to satisfy the Information Competency graduation requirement. With the knowledge that for the last few years, more than [50% of Associates degrees have been earned by students of 19-24 years old](#) – LIBR 100 seems to work well to help them accomplish this educational goal.

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

During the reporting cycle (Fall: 2009, 2010, 2011), on average, students had much greater success in traditional sections (75.4%) of LIBR 100 than in distance sections (48.1%). Retention was much higher for traditional sections.

A breakdown by demographic variables is below.

Group	Distance Mode (headcount percentage /success rate)	Traditional Mode
Asian	15% / 50%	21.3% / 84.6%
Hispanic	23.4% / 61.1%	19.7% / 58.3%
White	20.8% / 56.2%	27.9% / 76.5%
20-24 yrs.	50.6% / 43.6%	44.3% / 85.2%

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

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 (178.4; 800.4; 525.5) 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 several of the semesters.

D. Center Usage Indicators

3. Review center usage and discuss any differences across demographic variables. Refer to [Planning, Research and Institutional Effectiveness \(PRIE\) reports](#), SARS records, and other data sources as appropriate.

Library usage data comes from a variety of sources - public computer logs, library database usage statistics, orientation statistics, public service desks (reference and access services) statistics and gate counts. These data points identify interactions of various kinds, but do not record personally identifiable information like SARS does. An overview of Library assessment, statistics and survey data can be found at <http://collegeofsanmateo.edu/library/assessment.php>

4. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to [Delivery Mode Course Comparison](#).

During the 2011-2012 academic year, approximately 80% of visitors to the CSM Library's website and electronic resources were on from on-campus; 20% of visitors to the website and electronic resources were located off-campus. The library website is the gateway to the physical and online resources available through the library.

E. Center Efficiency. Is the center efficient in meeting student needs?

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

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 also provides access to public computers, printers scanners and photocopiers.

The Library print collection contains approximately 82,700 volumes. Librarians maintain the collection through an ongoing analysis and weeding program, which helps to ensure the continuing effectiveness of the collections. The print collection of periodicals is augmented by access to 60 online research databases - representing all areas of learning at CSM.

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. Librarians also work and collaborate with the Peninsula Library System on projects and on committees that support student access to our collections.

The library currently has two full-time librarians (One is currently released 20% to chair the College's curriculum committee). Librarian staff is augmented by 1.34 FTE adjunct librarians including .41 FTE for work related to cataloging and system maintenance. Classified staff include

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

4.17 permanent employees and .53 short-term temporary Library Support Specialists for work related to cataloging, technical processing, system maintenance and access services.

The library is open fifty-six hours Monday-Saturday in Fall and Spring semesters when classes are in session. The library has 41 public access desktop computers and seven laptop computers with standard software such as MS Office, Adobe Acrobat and Adobe Creative Suite.

F. 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 2013

G. 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

H. 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.

Not applicable

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

Not applicable

III. Student Learning Outcomes Scheduling and Alignment

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

Library: During the Spring 2012 discussions, the consensus of the librarians was that orientations should be categorized and student learning outcomes developed based on the category. Categories were defined as assignment driven orientation, campus familiarity/library anxiety orientations and intensive orientations. Further documentation of the development of the assessment progress is documented on the Reference Desk Manual, an intranet for the library faculty. Categories and draft student learning outcomes were proposed for the pilot phase and agreed upon by the librarians. The second phase of the pilot began in Fall 2012 and consisted of trying out the assessment questions and the administration of the assessment questions during the orientation session.

Library Studies: The SLO assessment cycle for LIBR 100 was completed in Spring 2013. Library faculty will be reviewing the SLOs for revision for the 2014-2015 catalog.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

Library: The learning outcomes originally drafted in 2006 were retired and new outcomes were drafted in AY 2012-2013. Library staff will use survey data, online tutorials data, and assessment activities during orientations to measure student attainment of the service learning outcomes. A new student survey is being developed based on the new student learning outcomes.

Library Studies: LIBR courses are not part of a program leading to a degree or certificate.

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

Library: The Library SLOs are based on *Standards for Libraries in Higher Education* and the *Information Literacy Competency Standards for Higher Education* from the Association of College and Research Libraries. Specifically, two standards on which Library SLOs are based - evaluation of information sources and ethical use of information are how the Library's SLOs most closely align with the following GE SLO descriptions:

GE SLO Critical Thinking: Assess the adequacy of both qualitative and quantitative evidence.

GE SLO Ethical Responsibility: Identify ethical issues and understand the conflicts inherent in them.

Library Studies: The Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries were used in drafting the SLOs for LIBR 100. Two areas from this standard and three LIBR 100 SLOs align closely with the GE SLOs: evaluation of information sources and ethical use of information.

GE SLO Critical Thinking: Assess the adequacy of both qualitative and quantitative evidence.

GE SLO Ethical Responsibility: Identify ethical issues and understand the conflicts inherent in them.

IV. 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

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

Not applicable

V. Institutional Planning

A. Results of Plans and Actions

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

Library:

Goal from 2011-2012 Comprehensive Program Review: 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).

Results: The last program review reported limited progress towards this goal. With the help of Measure G funding for temporary Library Support Specialists and adjunct librarians, the Library is making steady progress in a comprehensive review, weeding and update of its physical book collections.

Criteria such as appropriate academic level, alignment with our current curricular offerings and the condition of the item are used to carefully review the circulating and reference collections. The tweaking of the collections will make it easier for students to find relevant resources and it will ready the collection for updated practices such as RFID tagging. Space gained by the reduction of the physical collections will allow for reconfiguration and creation of new spaces for teaching, learning, studying and Library programs.

Additional hardware has been purchased for student use including a new Mac computer added for student use; a new microforms scanner allowing printing or saving or emailing images from microfilm and microfiche formats.

New student task chairs were purchased for the Multipurpose Computer Commons (MCC) area and options for replacement of student task chairs in the Reference Desk area are continuing.

Goal from 2012-2013 Annual Program Review: Distance Education support - project started to revise the research tutorials.

The last program review reported progress towards this goal. Several new videos have been created and integrated in library orientations and LIBR courses. The videos are available on the [library website](#) and on [YouTube](#). Additionally, there is an ongoing investigation of the possibility of an electronic reserves system to allow distance students to equally use resources placed on reserves by instructors.

Library Studies:

A goal from the 2011 Comprehensive program review was to complete the assessment cycle for LIBR 100 and LIBR 105.

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Results: LIBR 105 was banked effective Fall 2013. The assessment cycle for LIBR 100 will be closed using the course data from Spring 2013. Review and revision of the SLOs is scheduled for Fall 2013.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: 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 Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The Library will continue with planning processes and initiatives to position itself as the 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 successful grant proposal, the CSM Library Makerspace Incubation Project, is one example of how the Library is already living the future.

In order to fully realize and sustain our envisioned "Library of the Future," ongoing funding to support at least one additional full time librarian and one additional classified staff and an upgrade of the library's student Wi-Fi network will need to be implemented.

1. To guide future faculty and staff development initiatives, describe the professional enrichment 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 you proactively address students' reading challenges.

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

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

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.

4T

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: The library currently has two full-time librarians which is far below the norm for comparable community colleges. This has limited the Library's ability to take advantage of opportunities to collaborate across the curriculum with faculty and staff. The library will continue to request additional full-time librarian positions to support existing priorities and future innovative projects or programs.

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.

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: 4T

Facilities: *Renovation of the library.* Library renovation projects were in the last two successful bond measures. Improvements or changes were made to the Library's lobby, HVAC and public restrooms. Library projects were also included in the unsuccessful bond measure from November 2011. No work has been done to update the instructional or public service areas of the Library. A key outstanding part of the renovation project would be updating the library classroom including the configuration, furniture, network and electrical and instructional technology. These same issues concerning the library classroom renovation are also pertinent to a *full library* renovation. The District is exploring the possibility of doing something while other funding streams are developed.

C. Plans and Actions to Improve Student Success

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

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.

Plan 1

Title:

Programs and Activities to promote Interdisciplinary Learning - Library

Description

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 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(s)	Completion Date	Measurable Outcome(s)
Makerspace Fridays	2013	1 or more collaborative projects with faculty across multiple disciplines.
Development of specific course or workshops to support transfer programs (Puente Project; Honors Project Seminars)	2013	Course outlines submitted for 2014-2015 or Workshop SLOs drafted and piloted

Plan 2

Title:

Course Materials Alternatives – Library Studies

Description

Library faculty plan to investigate new options for a common textbook. Currently, most faculty use the same textbook written in 2010. In considering age of the text, gaps in content and price, librarians believe it is time to investigate alternate ways to deliver written course materials – readers, electronic texts, course management modules, etc. This plan specifically relates to *Institutional Priority: Promote Relevant, High-quality Programs and Services* as this is essential part of curricular development and improvement.

Action(s)	Completion Date	Measurable Outcome(s)
Instructional content review	2013	Report or Meeting notes describing desired instructional content
Platform or textbook selection	Spring 2014	Report or Meeting notes describing decision

Plan 3

Title:

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Implement an online integrated resources discovery service

Description

A discovery service for online library resources provides one-stop searching and access for researchers. Implementation of this vendor software will require coordination several of our existing online resources and the new discovery service. This plan further advances the *Institutional Priority of Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources*. The discovery service will make using our existing online resources more visible and accessible increasing the return on the investment in these resources.

Action(s)	Completion Date	Measurable Outcome(s)
Integration of library catalog records	2013	Importation of MARC records
Patron testing of system	2013	Focus group testing at satisfactory levels
Integration of major database vendor resources (EBSCO, GALE, Proquest)	2013	Integration of records
Additional patron testing of system	2013	Focus group testing at satisfactory levels
Full implementation	Spring 2014	campus wide introduction of system

Plan 4

Title:

Develop plans for the assessment and sustainable management of the College archives and historical photographic collections.

Description

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.

Action(s)	Completion Date	Measurable Outcome(s)
College Archive assessment	Spring 2014	Assessment Report
Assessment of Historical Photograph Collections	Spring 2014	Assessment Report

Plan 5

Title:

Library Classroom Renovation

Description

A plan for renovating the library classroom was postponed. The plans for renovation include updating the technology and furniture and reconfiguring the room to create a flexible learning environment. Restarting the planning and completion of the library classroom renovation will contribute to Institutional Priority Promote Relevant, High-quality Programs and Services by creating a high quality learning and teaching space.

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Action(s)	Completion Date	Measurable Outcome(s)
Infrastructure assessment	2013	Report on need changes or improvements
Creation of architectural or building plans	2013	Completed plans
Construction activities	Spring 2014	Classroom available for teaching and learning

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Librarian - Collection Development, Instruction and Technical Services	1

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost
Plustex LED Book scanner	\$3,200
Furniture and carts for Library displays	\$12,000
Mobile mini-charging cart	\$1,600
Portable tablets and e-reading devices	\$6180
Presentation Cart with Cabinet (standing desk)	\$349.99
2 desktop scanners	\$1,400

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Description (for prioritized plans)	Plan #s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost
Contract for database renewals.	\$38,923
Contracts new for databases.	\$16,203
Contracts for ongoing utilities and bibliographic services	\$3869

Description (for prioritized plans)	Plan #s)	Cost
Contract new online integrated discovery service including one-time implementation costs	3	\$14,641

Classified Staff

Description (for ongoing program operation)	Cost
Library Support Specialist – Access Services and Cataloging	Full-time position

Description (for prioritized plans)	Plan #s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #s)	Cost
Library Classroom renovation (including permits, furniture,		\$160,000

INSTRUCTIONAL SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

equipment and technology)		

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
3	Implement an online integrated resources discovery service	\$14,641
5	Library Classroom Renovation	\$160,000
	Total.	\$174,641.00