

Program Name: Library & Library Studies  
Program Contact: Matthew Montgomery  
Academic Year: 2023-2024  
Status: Active  
Updated on: 2023-09-29

## 1. Description of Program (200-400 words)

Provide a brief description of the program and how it supports the following:

- [CSM Mission and Values Statements](#)
- [CSM Statement of Solidarity](#)
- [CSM's Strategic Priorities](#)
- [SMCCCD's Strategic Goals](#)
- [CSM Forward 2028 - Education Master Plan](#)

### Description

College of San Mateo Library provides physical, virtual, and pedagogical spaces and services designed to support and empower the students, faculty, and community of CSM.

The Library works to be a safe, welcoming, and equitable place that fosters empowerment, belonging, and academic success through:

- Critically examining and identifying existing Library policies, procedures, practices, and resources that adversely impact our community or mission.
- Curating comprehensive and inclusive resources that support the academic needs of the campus and reflect communities we serve.
- A diverse staff and faculty who follow a “students first” philosophy.
- Information literacy instruction designed to encourage critical thinking, mindful learning, and a growth mindset.
- Adopting innovative technologies and resources to meet the changing needs of CSM students and to improve access.
- Creating opportunities for students to engage with the CSM community through Family Science Day, Makerspace programming and events, and student club partnerships.

The Library also creates opportunities for engagement with the CSM community and the community at-large through:

- Partnerships with campus courses and programs including Promise Scholars Program, Guided Pathways, Umoja, and Puento.
- Opportunities for the community to participate in CSM events, programming, and resources through Family Science Day, Makerspace, and PLS resource sharing.

### CSM Makerspace

The Makerspace is the Library's third service point. As a space, program, and concept the CSM Library Makerspace is designed to encourage and enable innovation outside of the classroom and challenges the traditional notions of what a library can be. In this space students come together to explore their worlds in new ways by designing 3D models, prototyping projects for classes, borrowing tools from the Tool Lending Library, and participating in workshops that encourage creative thinking and experimentation. The CSM Library Makerspace has teamed with academic programs including the Math and Science division, Cosmetology, Digital Media, Engineering, as well as with other campus communities such as Strong Workforce and the Child Development Center.

### LIBR 100

Library Studies offers LIBR 100: Introduction to Library Research, a 1-unit course that teaches students how to effectively navigate information resources through the lens of critical thinking and critical evaluation.

Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

- **Changes in campus enrollment patterns:** Increasing enrollment due to Free College initiatives and the continuing shifts for instruction modalities change how students interact with academic services like the library. Students have already begun use Library spaces to meet the reality of having a class schedule that shifts modalities throughout the day (e.g., an in-person class to an online one and then back to in-person in the same morning).
- **Academic and Career Communities (ACC)** The Library has been collaborating with the program and is beginning to re-design information literacy instruction to align with the ACC pathways order to help infuse Library services, resources, access, and awareness. Re-design will focus on how the Library interacts with new students and how it will impact the demand on Library faculty and resources.
- **UPDATE CSM/District equity initiatives:** The Library completed the rewriting of its [mission statement](#) which centers library services around equity and inclusion. This brings the Library closer to alignment with college and district-wide equity initiatives. However, the Library is also committed to crafting an Equity Statement to further drive changes in services, collections, and how we work with students and colleagues.
- **Enrollment shifts in LIBR 100 due Cal-GETC:** AB 928 will create a single lower division general education pathway for transfer to the CSUs and UCs known as Cal-GETC. The new pathway will likely not include the *Lifelong Learning and Self Development* area currently listed in CSU GE. LIBR 100's place in transfer pathways will need to be re-examined.

- The district-wide **Library Systems & Application Developer** position was made permanent in 2022. This position spearheads innovations with the shared LSP that allows the library to focus resources and services to specific student populations.

## 2. Results of Previous Program Review (200-500 words)

a. Describe the results of your previous Program Review's action plan and identified equity gaps.

- Previous Goals
- Results Achieved
- Changes Implemented
- Plans still in progress
- Any notable or surprising results and outcomes

### Make the Archives More Accessible

The Library received funding to digitize the full run of the *San Matean* (CSM's student newspaper from 1923-2012) as well as *The Campus* (CSM's yearbook from 1924-1961). However, the Library's request for funding for an institutionalized Archivist role was denied, so the Library does not have a trained, dedicated faculty member to process the backlog of print materials, create finding aids, select materials to digitize, intake and organize digital born objects and to make items available. By not having an Archivist to curate and manage the collection, CSM continues to miss opportunities for students to access archival collections. CSM's Centennial generated a lot of local history requests for our archival collections, which further demonstrates the need for an Archivist to provide archive research services. The digitized yearbooks and student newspapers now reside on an external hard drive and a Dropbox folder awaiting an Archivist to make them available and accessible to students and the community.

### Diversity, Equity, and Inclusion Work at the Library

In Fall 2021 we published our new Library Mission Statement that articulates our library values of equitable access, student empowerment, nurturing curiosity, and intellectual exploration. This mission statement anchors and guides all our library services and aligns to our CSM vision, mission, values, and solidarity statement.

The Library continues to support and build new relationships by providing safe spaces to gather and programmatic support for student groups including Brothers Empowering Brothers, Leading Ladies, and Safe Zone Alliance.

In Fall 2022 the Equity, Outreach, and Engagement Librarian position began to address the need to be student-focused in the return to campus after pivoting to online services ([Solidarity](#)). With 45% of our students identifying as first-generation college students this position aims to support students that are first-year and or in learning communities and ensures that outreach efforts are prioritized to address their needs. This position also aligns with college and district-wide equity initiatives as well as the library's commitment to equity ([Mission Statement](#)).

b. Explain any curriculum or programmatic changes since last program review

- To specific courses, or to any discipline as a whole
- Includes degree, certificate, or course sequences, program delivery or structure, etc.

LIBR 100

Since 2021 CSM Library faculty who teach LIBR 100 have all completed at least one of the District's Quality Online Teaching and Learning Courses (QOTL). QOTL courses introduced library faculty to standards related to course design, interaction, collaboration, learner support, and accessibility. In Spring 2023, library faculty discussed requirements for teaching LIBR 100 online beyond the newly approved DE recency policy. The intent of increasing the requirements is to address student success and equity gaps that persist in our online courses for specific populations. In 2022 librarians learned that upcoming changes from the Intersegmental Council of Academic Senates (ICAS) IGETC Standards Subcommittee will remove LIBR 100 from the IGETC; librarians are discussing the impacts on the program and possible alternative placements of LIBR 100 within the revised IGETC.

Switch to LibAnswers

In Spring 2022 CSM Library reference switched online reference services from LibraryH3lp to LibAnswers as a means of streamlining and consolidating the process of answering online reference questions, chats, and tracking statistics. This change has made it easier to monitor and track reference services and has improved student contact and follow-up.

c. Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

- SLO/SAO
  - What did the assessment focus on?
  - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
  - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
  - What was the activity or intervention?
  - What were the outcomes?
- Program improvements implemented
  - What did you learn from it?
- What changed?

Library Services Platform (LSP)

From the beginning of Summer 2021 until the end of the Spring 2023 semester, the Library loaned out laptops 2901 times, calculators 222 times, tablets 98 times, and wi-fi hotspots 408 times. This represents a 336% increase for laptops from the last Program Review, a 393%

increase for calculators, a 206% increase for tablets, and a 95% increase for wi-fi hotspots. In other words, CSM Library’s technology collection is very popular. The current demand for technology cannot be met – the Library simply requires more laptops to meet students’ needs. CSM Library runs out of laptops to loan by week 2 of each semester.

Not all of the technology loaned by the Library is owned by the Library. The Library partners with other departments, programs, and learning communities such as MESA, EOPS, and Ethnic Studies to circulate items for their specific programmatic needs. For example, there are graphing calculators on reserve specifically for use by MESA students, and there are tablets on reserve for use by Ethnic Studies students. Unfortunately, the LSP currently does not have the ability to restrict lending to a specific group of students, nor does it have the ability to track if items have circulated to such groups. The Library is working with the District Library Systems and Applications Developer to explore what possibilities are available to us.

With the Free College initiative, it seems even more imperative that the CSM Library is able to ensure students’ technology needs are met, as not having the right equipment can impede student success.

### 3. Current Program Review (200-400 words)

a. Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p><b>Computers &amp; Technology</b> Student need for both on- and off-campus technology is significantly increasing.</p>	<p>Many students rely on the CSM Library (home to the largest open computer labs on campus) to fulfill their needs when it comes to internet access and the use of computers; <a href="#">CSM</a></p>	<p>At the time of the last program review the Library had 16 line item requests for technology that would directly help students with their classes; three of the 16 were funded, including the</p>	<p>The Library is working with ITS to recover unreturned technology and will continue to request technology through the resource request process.</p>

	<p><a href="#">now delivers 44% of classes as either 100% online or hybrid modalities.</a> The Library does not have enough lendable technology for all of the students that need it.</p>	<p>replacement of 38 desktop computers in the Library computer labs. The Library also has problems with students returning technology resulting in fewer technology to lend out the following semester.</p>	
<p><b>Student Spaces</b> In Fall 2022 the Library took the initiative to convert its copy room into a group study room after conversations with Facilities about a conversion fell silent. The room now averages over 200 student bookings a month.</p>	<p>The tremendous success of the group study room highlights the need students have for spaces that address and adapt to their needs. The Library’s building is now 60 years old and is badly in need of updates that address the needs of students, including group study rooms, ADA accessibility, functional furniture, improved wi-fi, and a variety of other basic features each of which contributes to student success.</p>	<p>The Library has been working to address these gaps in DIY ways including the conversion of the copy room, and more recently by designating the Library's Makerspace as a student Zoom classroom (a space where students taking online classes can work), but the Library is unable to address larger student needs unless a major capital improvement project is approved at the district level.</p>	<p>Campaign for library modernization funding from the District</p>
<p><b>Library Instruction &amp; Outreach</b> Many outreach efforts came into fruition starting fall 2022, most notably the addition of an Equity, Outreach, and Engagement Librarian who started in Fall 2022. Fall 2022 continued to build on the Information Literacy pilot program with English was started in Spring 2021 to meet the</p>	<p>Course enrollments are slowly increasing, but not to the levels prior to the last review. The largest group of students enrolled continues to be Latinx students. The success rate in non-COVID-19 years remains unsatisfactory. There has also been a decrease in first-generation students compared to the previous review. More support is needed to retain this group.</p>	<p>The Library has been assessing and addressing these issues with support from librarian-led instruction and outreach efforts.</p>	<p>Continued improvements to LIBR 100 such as updating COR, possible evening in-person class or alternative times or days such as a Saturday are in discussion. As well as exploring shorter durations like a 6-week or 4-week course to address student needs and increase enrollment gaps. With the addition of the EOE</p>

<p>information competency graduation requirement. Fall 2022 saw 224 students completing the tutorial and 163 students completing it in Spring 2023. These efforts streamlined the information literacy requirements process across student populations.</p>			<p>Librarian more opportunities are possible to form partnerships to support first-generation and Latinx students. Embedded librarianship is another form of supporting students.</p>
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**b. Modes of Delivery equity:**

Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p><b>Library as a Service: Library Building &amp; Student Spaces</b> The age of the CSM Library building continues to be a barrier to in-person services for CSM students. The Library has attempted to address these issues by trying to adapt as best</p>	<p>The lack of group study rooms, ADA accessibility, adequate furniture and outlets, and other obstacles resulting from 21st century students working in a 1963 building persist. The Library would like to ensure that</p>	<p>The Library is hoping that the District finds and approves funding for a major remodel that would bring the Library into the 21st century and provide students with the spaces and support they need to succeed.</p>

<p>it can, including the creation of a group study room.</p>	<p>students had the spaces they need to succeed which includes more group study rooms, a devoted space for quiet study, and a devoted space for individual students taking online classes on Zoom as a result of an increasing number of hybrid and fully online classes being offered at CSM.</p>	
<p><b>LIBR 100 and Library Studies Courses</b> All Librarians underwent QOTL training before teaching new sections LIBR 100. Starting in Spring 2021 the policies for Excused Withdrawal policy (EW) reverted back to pre-COVID standards.</p>	<p>LIBR 100 had 12 sections run for the Fall and Spring semesters from 20/21-22/23. All LIBR 100 courses were delivered as 100% asynchronous courses. Success rates for online courses through this time are inconsistent ranging from a high of 90% (Spring 2021) to a low of 51.9% (Fall 2022) with an average success rate of 73.86%. Fall 2020-Fall 2021 semesters had the highest success rates but this could be impacted by the Excused Withdrawal policy (EW) that was in place through Spring 2021.</p>	<p>Library faculty want to offer more sections of LIBR 100 in a variety of modalities, including more in-person and hybrid, to address some of the gaps we're seeing with online instruction.</p>

**c. Challenges and Opportunities**

Describe any other particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

**Opportunities**

- Library modernization capital outlay project state funding opportunity of \$20M for renovations if the SMCCD Board and District match with local funds.



- Architectural firm is funded to draw up Library Bldg-9 modernization design plans with input from the Library Team.
- Increase engagement, programming, and promotion of Library offerings.
- Develop programming that supports traditionally hyper-marginalized student groups.
- Strengthen programming and resource sharing with PLS Libraries.
- Professional and personal development around equity minded practices and mindset.
- Collaboration with Academic and Career Communities on information literacy across different disciplines.
- Redesign library website to be more student-centered, accessible, and easy to navigate.

### Challenges

- Increase in enrollment and free college means more students will be using the Library which is in dire need of renovations and updates to its spaces in order to accommodate the needs of 21st century students.
- Lack of awareness of the limitations of inclusive access, i.e., no library institutional access to textbooks for students.
- Technology recovery and replacements for lost and damaged items.
- Staffing for Archives for better discoverability and access to materials.
- Info Comp requirement for graduation is inconsistent, not trackable, and unsustainable in its current form.
- Gaps in collaboration and communication with the larger CSM faculty about information literacy instruction and support.
- Technology for student circulation: support and fulfillment.
- Library building is 60 years old and is inadequate for 21st century needs in regard to study spaces, teaching spaces, outlets, heating and cooling, and ADA accessibility.
- Adjusting to and knowing about student expectations around in-person vs online services (impacting staffing, library hours and types of services).
- Communication to students and faculty about the wide variety of services, resources, and support that the Library offers.
- Inability of the Library to accurately track usage and demographic data from students who use a variety of the Library's services.

## 4. Planning

a. Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025

Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
  - What will your assessment focus on?

- Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
- Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
<p>Information Competency at CSM has been a local graduation requirement since 2010. The competency has been measured by a student passing specific courses designated as fulfilling the Information Competency requirement. While it is possible to assess completion of the graduation requirement, not all students leave CSM with a local degree. Assessment data concerning information literacy is inadequate for students with an educational goal of an Associate Degree for Transfer or any certificate students.</p> <p>CSM Library Faculty have already incorporated the <a href="#">Framework for Information Literacy for Higher Education</a> as the foundation of their instructional practice. CSM Library faculty will pursue incorporating parts of the Framework for Information Literacy as a part of the CSM Institutional Learning Outcomes</p>	<p>The <a href="#">Institutional Learning Outcomes</a> (ILOs) for CSM were last revised in 2017.</p> <p><b>Planned activity:</b> Participation in the Committee for Teaching and Learning Library faculty will participate in the planned revisions/updates to the ILOs that are needed for the upcoming Accreditation cycle (2026).</p> <p><b>Timeline:</b> 2023-2024 and 2024-2025</p> <p><b>Measurable Outcome:</b> Revisions to the ILOs that show include one or more of the Frames from the Framework for Information Literacy for Higher Education.</p>	<ul style="list-style-type: none"> <li>● Collaboration with PRIE for measuring student success outside of the classroom setting around information literacy.</li> <li>● Collaboration with Instructional Design Faculty - to create assessment tools for a variety of disciplines for non-library faculty to use.</li> </ul>

to ensure that all students have measurable learning in this area.		
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## b. Program Goals

### Goal 1: Library Modernization Project

The Library Modernization Project is a capital outlay project that CSM had identified as a priority in our Master Capital Outlay plans 10 years ago. Our Library is 60 years old and was built in 1963 when the College Heights campus opened and was later retrofitted in the 1990s. A library modernization can provide CSM students with a much needed 21<sup>st</sup> century learning environment that supports their academic journey.

The Library had been named in previous local San Mateo bonds for renovations, however it did not receive any major bond funds, and now, as of Spring 2023, these local bond funds are depleted. Additionally, a few years ago Sacramento had approved \$20M state funds to fund the Library Modernization Project but SMCCD did not match the funds for the modernization to go forward. In the last 2 years in a row, SMCCD had declined Sacramento's \$20M because the District had failed to come up with the match every year. Sacramento will put the state funds back into their pool if we do not move forward with this modernization.

The Library Modernization has been on the agenda of several SMCCD Board of Trustees meetings where there is discussion on how to proceed. District administrators have presented to the Board several funding proposals to come up with the match in order to utilize state funds for a library modernization.

- **Actions:** Communicate to administration and the Board the necessity for a library modernization to bring our library facilities into the 21<sup>st</sup> century to support students in a 21<sup>st</sup> century learning environment (modalities, collaborative spaces, and technology).
- **Measurable outcomes:** Approval by the SMCCD Board to commit local funding for a library modernization.
- **Timeline:** A firm decision on the future Library Modernization Project needs to be decided by the Board this AY 2023-2024. During Fall 2023, the District's Capital Outlay assembled a search committee for the selection of architectural firms to draw plans for CSM Bldg-9.
- **Who is responsible:** SMCCD administration and SMCCD Board.
- **Support:** Approval by the SMCCD Board to commit local funding for a library modernization.

## Goal 2: Annual Needs Assessment for Library as a Service

A Library Needs Assessment Survey would gather feedback from students, faculty, and staff to provide us with data that informs our Library program planning. Although there are library related questions in the annual campus climate survey, the data lacks information regarding whether the library services meet the specific needs of students, faculty, and staff users. This survey would provide data on how the students are using the Library and what materials and services. Also informative is feedback on what instructional services faculty are using and if they are aware of services and resources available to them. As a supplement to an annual survey instrument, focus group methods are another option to explore for qualitative feedback as needed. This needs assessment will inform us on how to build hours, collections, and services for future students' needs.

- **Actions:** Plan and collaborate with the PRIE Office on creating the research questions, determining the survey instrument, data gathering timeline, coding, and analysis. Promote and distribute via Marketing campus emails.
- **Measurable outcomes:** The number of responses from students and faculty.
- **Timeline:** Initial Library Needs Assessment Survey to go out Spring 2024 and annually thereafter.
- **Who is responsible:** CSM Library and PRIE
- **Support:** PRIE Office and Communication and Marketing

## Goal 3: Develop Library Collections and Policy

The landscape of library collections has changed significantly since our Collection Development Policy was last revised with regard to formats, platforms, and collections scope. The Library will update and revise its Collection Development Policy, specifically addressing acquisitions guidelines, workflows, reserves (electronic and print), ZTC support and policy, book challenges, and define the scope of materials collected for the Archives. We will also ensure all database collections are student-focused and easy to navigate descriptions.

- **Actions:** Assemble library teams to review former policies and procedures and create, revise, and document new policies and practices that reflect our values of equity, inclusion, and accessibility.
- **Measurable outcomes:** Running a report on collections and analyzing whether newly acquired titles align to the new Collection Development Policy implemented.
- **Timeline:** AY 2024-2025
- **Who is responsible:** Library faculty and staff
- **Support:** Head of Technical Services to provide guidance to library faculty.

## Goal 4: Increase Engagement and Library Programming

CSM Library will increase outreach and engagement to students, faculty, and staff by nurturing current and new partnerships for library programming with the Learning Communities, student services, and other campus units. The Library will offer a variety of opportunities to engage including library tours, story time, maker studio, and workshops on instructional and library resources. This also includes critical engagement programming that articulates and reinforces our library values of privacy and the freedom to read, as well as timely issues of book challenges, censorship, and the emergence of artificial intelligence (AI). Opportunities to increase community engagement also include programming partnerships with the Peninsula Library System (PLS).

- **Actions:** Develop an outreach and programming calendar for annual events. Identify a theme or topic to engage for a featured program each semester and select speakers and activities focused on the theme.
- **Measurable outcomes:** Event attendance and feedback on post-event questionnaires.
- **Timeline:** Ongoing
- **Who is responsible:** Library Team
- **Support:** Institutional funding for speaker honorariums, supplies, giveaways (schwag or books), and hospitality (food and refreshments).

#### Diversity, Equity, and Inclusion Work at the Library

CSM Library is committed to the values of diversity, equity, and inclusion, which informs all our student-centered practices, programs, spaces, services, and collections. The Library will continue to work on our DEI statements that articulate our values and integrate our commitment to equity and put it into action. After completing our new Mission Statement in the last cycle, we plan to work on our Equity Statement and Land Acknowledgement.

- **Actions:** Dedicated time for the library team to discuss critical issues, learn the language of equity, draft and revised statements during Flex Day, meetings, or retreat time.
- **Measurable outcomes:** Completion and implementation of the DEI statements as guiding documents for the Library.
- **Timeline:** AY 2023-2024: Equity Statement and AY 2024-2025: Land Acknowledgement
- **Support:** Compensated time for any library team member who wants to attend and participate.