



LIBRARY AND LEARNING RESOURCES PROGRAM REVIEW

2007

Review Team

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LIBRARY AND LEARNING RESOURCES PROGRAM REVIEW

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LIBRARY & LEARNING RESOURCES PROGRAM REVIEW

Executive Summary

Library and Learning Resources are coordinated by a single librarian. Coastline's Virtual Library, accessible 24/7, includes general and specialized databases; full-text access to hundreds of periodicals, including major newspapers and scholarly journals; and a rapidly growing collection of full-text electronic books. The college also has an on-site Law Library based at the Costa Mesa Center that supports the Paralegal Studies Program. Access to library resources is further extended through Coastline's participation in the North Orange County College Consortium (including Golden West, Orange Coast, Fullerton and Cypress colleges), which entitles students to library privileges at any of the college libraries. For students in the Incarcerated Students Educational Program, most of whom do not have Internet access, the librarian provides individualized assistance by sending requested research articles to students.

In addition to her responsibilities for library administration, management, collection development, reference, bibliographic instruction, public relations, and working with students and faculty for library training, the librarian developed and teaches English 108, Library Resources and Research. Generally, one online section of the class is held each semester. Course-level student learning outcomes have been identified, and assessment was initiated in Spring 2007. The overall quality of instruction in the course receives high marks from students, but attrition and success of many students, particularly non-native English speakers, appear to be impacted by the language-intensive nature of the course. Other issues that emerged from the recent accreditation visit and the Program Review include the need for an improved, more user-friendly interface and log-in procedure for the Virtual Library and the need for the college to establish a permanent line item budget in support of Library and Learning Resources.

Library and Learning Resources has identified three primary recommendations for the college:

1. Provide programming support to improve the Virtual Library interface and streamline log-in procedures.
2. Establish a permanent budget line item for library resources and support.
3. Identify and implement strategies to assure the institutionalization of information competency skills across the curriculum.

The program has identified six new five-year goals:

1. Develop and implement strategies to improve student retention and success in English 108.
2. Work with the Incarcerated Students Educational Program to increase student access to library materials and to English 108.
3. Work with Academic Senate, Curriculum Committee, and individual faculty and academic departments to develop methods for addressing the college core degree-level learning outcome related to information literacy.
4. Assure that instructions for accessing Virtual Library resources are kept up-to-date and readily available through a Help link on the library home page.
5. Work with programming staff to improve user-friendliness of the Virtual Library.
6. Increase the number of faculty who incorporate library assignments into their coursework.



LIBRARY & LEARNING RESOURCES PROGRAM REVIEW

Program Review Process

Review of Library and Learning Resources was led by Librarian Cheryl Stewart. Also participating on the review team were Ted Boehler, Dean of Instruction, Distance Learning; Margaret Lovig, Department Chair, Paralegal Studies; and Connie Wombold, Senior Secretary.

The Program Review process, which was initiated in late Spring 2006 overlapped the Accreditation Self-Study process. Data collected and analyzed during the Self-Study has been included in this report, and portions of the narrative for this report were originally published in the college's Self-Study document. In addition to using results of Self-Study and Graduate Exit Petition surveys, students enrolled in English 108 Library Resources and Research were surveyed (Spring 2006, Fall 2006, and Spring 2007). A total of 21 students, out of combined census enrollments of 56 responded to the survey. A college-wide survey in Spring 2007 collected additional input from faculty and staff about their usage of Coastline's Virtual Library. That survey had 74 faculty respondents, 74 classified, 26 administrators/managers, and 6 hourly employees.

Description

Overview

Established in 1999, Coastline's Virtual Library anticipated the trend to online storage and delivery of library materials that portends far-reaching impact on college libraries and their users. Since more than 60% of Coastline students are distance learners and since Coastline has always been an innovator in technology-mediated instruction and support, it was determined that the library would be entirely electronic—a *virtual* library— accessible at all times from anywhere in the world with Internet access. The library would employ Coastline's leading-edge distance education technology to deliver resources, services, and learning support.

As implemented, Coastline's Virtual Library holdings include general and specialized databases; full-text access to hundreds of periodicals, including major newspapers and scholarly journals; and a rapidly growing collection of full-text electronic books. The Resources section of this report provides a detailed listing of the library's databases and other resources, all of which may be accessed through the college's Web site or by going directly to <http://library.coastline.edu>. In addition to 24/7 access, the library offers students in selected courses an online, low-cost alternative to the purchase of textbooks. (Note: Because most students in Coastline's Incarcerated Students Educational Program do not have Internet access, the librarian works with those students on an individual basis to provide them with requested research articles.)

From the beginning, the library has relied on faculty and learning support professionals in the selection of materials and services for students. The Distance Learning Department (DL) provides the technical and Web support that enable the library to function. Maintenance and security of the computer network is primarily the responsibility of the Coastline Computer Services Department (CSD).

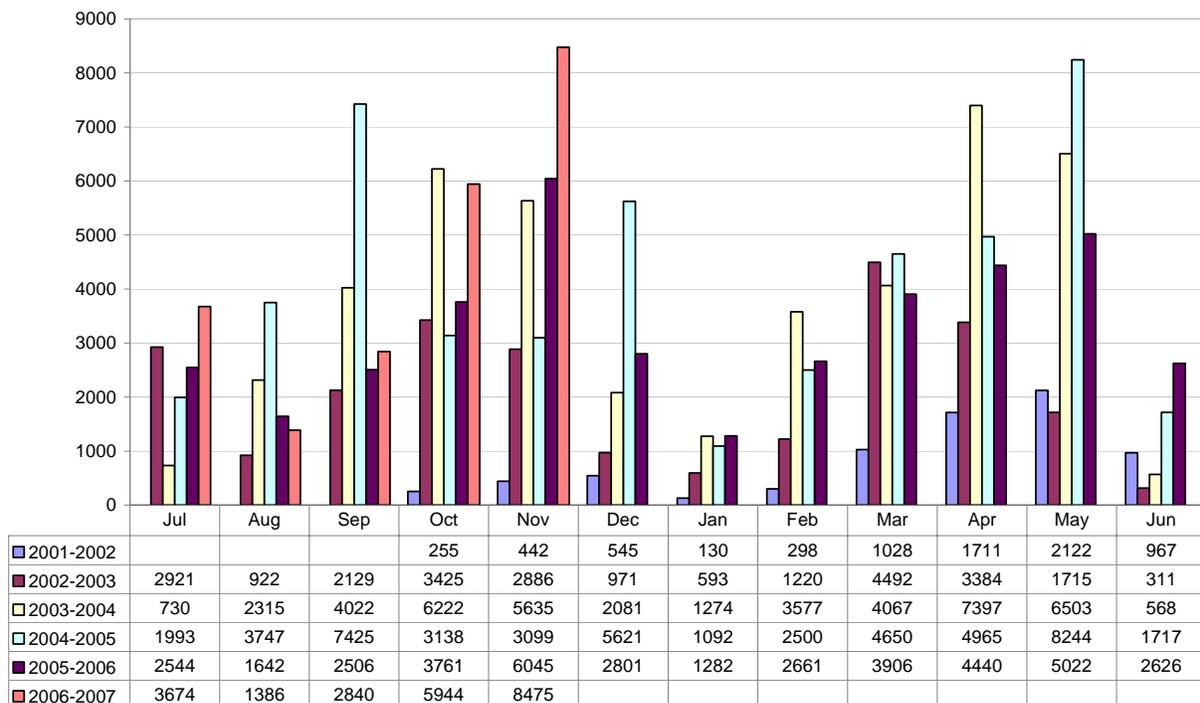
The library is staffed with one full-time faculty librarian, who occupies an office in the Garden Grove Center. In addition to her library-related responsibilities for administration, management, collection development, reference, bibliographic instruction, public relations, and working with students and faculty for library training, the librarian developed and teaches English 108, Library Resources and Research, which explores strategies for developing research projects using traditional and electronic libraries. The course is offered in both online and classroom sections.

To ensure that library resources meet the needs of students and their assignments, the librarian maintains regular contact with other faculty members. Committee membership is an important venue for these contacts. The librarian is a member of the Academic Senate and serves on the following committees: Curriculum (standing member); Distance Learning; Mission, Plan and Budget; Staff Development; and Technology. The librarian is also a member of the Coastline Professional Development Institute, the Leadership Institute, and the Web Special Interest Group.

The librarian monitors attendance at class visits (orientations) and individual student contacts to document the number of students prepared to use the library. In addition, the College Web site captures statistics on student accesses to library materials.

The chart below shows monthly user access to the various database collections (see Resources section for completing listing of resources) from October 2001 through November 2006. October, November, April, and May tend to see the highest use of the Virtual Library. Database usage reached an all-time high for the most recent month included in the chart, November 2006.

**Virtual Library Database Usage
October 2001 through November 2006**



To a considerable extent, class assignments and faculty direction drive the use of the Virtual Library. Those assignments and direction are, in turn, contingent on faculty familiarity with library resources. Funded by Coastline's Title III grant, faculty training was conducted during the grant period (2000-05). Once instructors were familiar with the Virtual Library and knowledgeable about the electronic collection, many of them began giving assignments requiring use of the library.

The librarian has a Westlaw password to assist paralegal students with legal research assignments. She has taken the Legal Research course to acquaint herself with the program. All paralegal students receive a library orientation in class in the Introduction course and are required to use the Virtual Library in a project report.

Certificate Requirements

Library and Learning Resources does not offer a certificate. Information literacy is, however, one of the college's eight core degree-level learning outcomes, and English 108 may be taken to satisfy the Group E requirement under A.A. degree options I or II or taken as an elective under option III.

Curriculum Review

Currently, English 108 Library Resources and Research is the only course for which the librarian has responsibility. The course outline for this course was revised in May 2006 to include expected student learning outcomes and to identify methods of assessment.

Need

Library and learning resources are essential to the academic integrity of an institution and are specifically addressed in Accreditation Standard II.C.:

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Students take English 108 to meet a variety of needs. Half of the respondents to the Program Review student survey indicated that they are taking the Library Resources and Research class to satisfy A.A. degree or general education transfer requirements. (Note: One of the respondents who indicated "Other" for their reason explained that he/she was

taking the course to satisfy a requirement for his/her bachelor's degree and one respondent explained he/she was completing a psychology certificate.)

What is the PRIMARY reason you decided to take the Library Resources and Research class?	Respondents: 20	
To satisfy A.A. degree requirements	5	25.00 %
To satisfy general education requirements for transfer	5	25.00 %
To prepare for a new job	2	10.00 %
To improve my library research skills	4	20.00 %
For personal interest	1	5.00 %
Other	3	15.00 %
Total Responses	20	100 %

Resources

Coastline's Virtual Library is staffed by one full-time librarian. Additional technical support is provided by Web support personnel in the Distance Learning Office. In Spring 2007, funds from an enrollment growth grant were used to hire an intern to assist with the development and management of library resources.

Virtual Library holdings include general and specialized databases; full-text access to hundreds of periodicals, including major newspapers and scholarly journals; and a rapidly growing collection of full-text electronic books. The table below summarizes library resources, which are accessible on a 24/7 basis from the college Web site and at <http://library.coastline.edu>.

Coastline Virtual Library Resources

Database Title	Description	Scope
Beachcomber	An Internet directory of Web sites reviewed and selected specifically to support Coastline curriculum.	Indexed to more than 200 topics
Academic Search Elite (EBSCOhost)	Journal coverage, with embedded images, for most academic areas (e.g., biological sciences, engineering, language and linguistics, etc.). Search by subject, publication, company directory, or image collection.	1,557 full-text periodical titles
Military and Government Collection (EBSCOhost)	Journal and magazine articles on military and general interest topics (e.g., history, communications, physical sciences, engineering, health, social sciences, etc.).	334 full-text periodical titles
MAS Ultra – School Edition (EBSCOhost)	Journal and magazine articles for secondary education areas of study, including most curriculum areas for high school and community college education.	490 full-text periodical titles
Primary Search (EBSCOhost)	Articles, stories, poems, and activities to help develop reading skills and provide information on wide range of topics of interest to all ages. All full-text articles carry a reading level indicator (Lexiles).	50 full-text magazines 100 student pamphlets

Database Title	Description	Scope
Funk & Wagnalls - New World Encyclopedia (EBSCOhost)	Complete encyclopedia.	More than 25,000 entries
Oxford English Dictionary (OED)	A guide to the meaning, history, and pronunciation of more than half a million words.	Online version of 20 volumes
CountryWatch	Comprehensive, timely information about 191 countries.	
Encyclopedia Britannica Online	Includes complete 32-volume encyclopedia, Britannica Internet Guide, and Merriam-Webster Dictionary and Thesaurus.	More than 100,000 articles
ProQuest Direct	Full text access to <i>The New York Times</i> , <i>Los Angeles Times</i> , <i>The Wall Street Journal</i> , <i>Washington Post</i> , and <i>Christian Science Monitor</i> ; also full text of 1,607 peer reviewed journals and magazines	Five national newspapers; 1,607 journals and magazines.
Congressional Researcher	Weekly publication provides original in-depth analysis of current controversial issues; includes bibliographies.	Archived back to 1991
SIRS Researcher	General reference database for articles exploring social, scientific, economic, business, and other issues.	1,500 full text articles
SIRS Renaissance	Current perspectives on architecture & design, culture, film, radio & TV, literature, performing and visual arts.	700 full text articles
SIRS Government Reporter	Full text source for documents including U.S. Supreme Court decisions and data on federal agencies.	
NetLibrary	Full text electronic versions of current books, covering most of the curriculum taught in community colleges.	Over 20,000 e-book titles
Digital Reference Shelf	Purchased electronic editions of an expanding range of Oxford's award-winning scholarly reference titles.	Currently 22 complete scholarly encyclopedias
Grove Dictionary of Art	Highly regarded database that contains scholarly articles, ready-reference definitions, and thousands of art images.	190,000 art images; 45,000+ articles; 40,000+ links to outside web sites
AccessScience	Features science encyclopedia and research articles, video clips, Power Point presentations, lists of essay topics, image galleries, tutorials, and study guides; includes science and biography dictionaries.	Over 8,500 articles, 2,000 biographies, and 100,000 science terms
Xreferplus Unlimited	Features full text, aggregated content from hundreds of reference books, including dictionaries, biographical data, statistics, quotations and audio and image files from more than 50 publishers	2.7 million entries covering every major subject
Oxford Reference	Combines rich scholarly resources with authoritative,	Comprehensive

Database Title	Description	Scope
Online Premium	quick-reference coverage of the full subject spectrum, and a wide range of additional material such as maps, illustrations, and timelines.	full-service ready reference resource

The Virtual Library provides the funds and maintenance for several online services that improve library function, encourage use of the Virtual Library, and/or aid faculty in developing student information competency:

Product Name	Description	Need
Turnitin	Anti-plagiarism service that aids faculty and students in identifying and avoiding plagiarism.	High
GradeMark	An online grading program that allows faculty to quickly grade with annotations (rubrics) and permits students to quickly view their grades and instructor comments.	High
Serials Solutions	(To be added during summer 2007) Provides a number of online serials management tools to maximize access to full-text content in aggregator databases. Called "federated searching," this solution permits a single search across databases.	High

The Paralegal Program maintains a donated legal research library collection in room 5 and a small donated legal library collection in room 2 at the Costa Mesa Center. Three computers with Internet and electronic legal research access and a printer are available at that location for student research. The college librarian has access to Westlaw and can provide assistance to students doing legal research. The librarian is regularly invited to conduct hands-on library orientations and workshops for Law 100 students who are required to research and write a comprehensive research paper.

For the past two and a half years, the Virtual Library has been developing a searchable online database of multimedia resources. Attempts to obtain external grant funding were unsuccessful; however, the librarian and Jerry Hein, Coastline's Multimedia Production Specialist, continue to work as available time allows. The Spring 2007 enrollment growth funding provided a part-time media library specialist to assist with this project.

Based on responses to the Program Review student survey, most students are satisfied with the technology used for the English 108 class. Dissatisfaction was noted in only two areas: reliability of the technology used to deliver the Library Resources and Research class and ease of logging on and using the Virtual Library; and for each of these areas, only one student expressed dissatisfaction.

Surveys of faculty and staff conducted at various times in the past two years provide some indication of library usage as well as faculty and staff satisfaction.

A scannable paper survey mailed to 310 faculty members in Spring Semester 2005 received responses from 144 instructors. Of those respondents, 52 instructors (36%) indicated that they had completed a Virtual Library orientation or workshop. Twenty-two percent of the

respondents said that they have included "for credit" class assignments that made use of the Virtual Library, and 13% said they have given extra credit library assignments.

An online survey sent to all college faculty and staff via a collegewide e-mail in April 2007 was completed by 180 individuals. Of those respondents, 106 (58.89%) indicated that they have not used Coastline's Virtual Library in the last 12 months. Fifty respondents (27.78%) reported that they have used the library 1-5 times in the last 12 months.

Primary Job Category	0		1-5 times		6-10 times		11-15 times		16-20 times		=>20 times	
	#	Col.%	#	Col.%	#	Col.%	#	Col.%	#	Col.%	#	Col.%
Full-time faculty	11	10.4%	7	14.0%	5	38.4%	3	50.0%	0	0	2	40.0%
Part-time faculty	23	21.7%	13	26.0%	4	30.8%	3	50.0%	0	0	3	60.0%
Classified	51	48.1%	21	42.0%	2	15.4%	0	0	0	0	0	0
Administrator/Manager	17	16.0%	8	16.0%	1	7.7%	0	0	0	0	0	0
Other	4	3.8%	1	2.0%	1	7.7%	0	0	0	0	0	0
Totals	106	100%	50	100%	13	100%	6	100%	0	0%	5	100%

Of the 66 survey respondents to the Spring 2007 survey who indicated that they are teaching classes, 22 individuals (33%) said that they have included required library assignments in one or more of their classes. Fifteen instructors (24%) indicated they have included optional or extra credit assignments.

Have included a required library assignment		
# of Assignments	# of Instructors	%
0	44	66.7%
1	10	15.1%
2	6	9.1%
3	5	7.6%
4	0	0
5	0	0
More than 5	1	1.5%
Totals	66	100.0%

Have included an optional or extra credit library assignment		
# of Assignments	# of Instructors	%
0	48	76.2%
1	6	9.5%
2	6	9.5%
3	2	3.2%
4	0	0
5	1	1.6%
More than 5	0	0
Totals	63	100.0%

**Number of assignments based on a single semester (Fall 2006 or Spring 2007)*

Instructors teaching classes in Career and Technical Education, Emeritus, Fine Arts, Mathematics, Performing Arts, Physical Education, and Special Education were least likely to give library assignments. Instructors in English, ESL, and Social Sciences were most likely to give library assignments.

Of the faculty and staff who indicated in the Spring 2007 survey that they have not used Coastline's Virtual Library in the past twelve months, 78 (74.29%) said they "had no need." The remaining 27 respondents (25.71%) said they either didn't know how to access the library, that resources didn't meet their needs, that they had log-in problems, or that they couldn't figure out how to find what they wanted.

Faculty and Staff Comments and Suggestions from Spring 2007 Survey:

The biggest problem is trying to figure out the passwords for each individual database.

Information about each database and passwords should also be given to each faculty member at each faculty meeting. Suggested wording should be given to faculty to include in their syllabus about the library (e.g., "here is how to get into the ProQuest database, step 1, 2, 3"). Students will never use the library until faculty know how to use it, and what types of assignments they can give them. There is a disincentive to using the library when it is too hard to figure out.

It is not user friendly; it's difficult to navigate and needs to be updated.

Would like to see an improved Library interface to make the system more user-friendly. In particular, the college should devote some programming resources to creating a single log-in for users--one that would pass individual database passwords to each specific database so that the user doesn't have to track 10 or 12 different unmemorable passwords. This should be done IMMEDIATELY for users who access the Library directly as well as those who log in to Seaport first. Later this single log-in should be integrated into the Banner log-in to create seamless access to Library resources.

Coastline's virtual library does not have access to ABS and other important library or abstract resources. The college needs to provide the monetary resources to break down barriers and allow free access to ABS and library journals, periodicals on an ongoing basis.

I believe that the Coastline Virtual Library link should be located on the front page of the web site for Coastline, so that students do not have to look for it. I believe that the library would be utilized more if it was located there with a picture of books or something similar to catch their attention like they did with the ask me button.

The Coastline library doesn't seem to be meeting the needs of our students. More information needs to be shared in each classroom at the beginning of each semester. Cheryl Stewart has done a wonderful job and is such an integral part of the Coastline family.

Increased funding would make it possible to provide additional subscriptions.

It is a great service for online students.

I have been working with Ms. Stewart to make it as easy as possible for my students since both classes are large, and I require them all to do a REQUIRED PROJECT PAPER through the COASTLINE VIRTUAL LIBRARY. I think it is fantastic what Ms. Stewart is doing as she helps me.

Our librarian does a terrific job in her position--setting the library up initially; maintaining it; visiting classes to promote it to students; and running faculty workshops to promote it to faculty, and more. I introduce it in each of my computer classes, although I don't give students an assignment using it currently. Students are very impressed with the subscriptions available and services offered.

The Virtual Library is a fabulous resource for my students. I think it should be an integral part of many more Coastline courses.

Partnerships

In its early years, when it had no library, Coastline arranged access for students to the libraries at Orange Coast College and Golden West College, the other two institutions in the Coast Community College District. Since the late 1990s, Coastline has been a member of the North Orange County College Consortium, five colleges (Coastline, Golden West, Orange Coast, Fullerton and Cypress) that joined forces to provide an affordable integrated library system in each school library. Under the consortium agreement, students at any of the five colleges can obtain library privileges at any of the college libraries.

The Coastline Virtual Library is a member of the College Library Consortium. The Consortium negotiates steep discounts with vendors of electronic resources and makes it possible for institutions like Coastline to afford the otherwise extremely expensive materials for students.

A Coastline Virtual Library Task Force (CVLT) was formed three years ago to assist the librarian in public relations, marketing, and fundraising for the library. The task force was also charged with assisting the librarian by making recommendations for collection and services development. The task force members include faculty and classified employees: Ann Holiday (F), Phyllis Lembke (F), Ann French (C), and Kevin Donahue (C). The CVLT has been relatively inactive for the past nine months.

The Student Advisory Council has provided significant support for the Virtual Library over the years. SAC has promoted the library by going into classes at the beginning of the semester, by putting library posters up in classrooms, by providing grants for printing public relations and instructional materials, and by assisting with fundraising efforts. The librarian will be exploring other ways to strengthen the partnership with SAC.

Professional Development

The librarian takes advantage of professional and academic conferences, Academic Senate Plenary sessions, online workshops, university courses, and other professional development opportunities in the following areas:

- Librarianship - it is important to stay current with the standards, developments, and practices in the field of library science;
- Higher education – in this area the librarian must be knowledgeable in pedagogical developments, adult learning theory, legal and ethical issues, and other elements of higher education;
- Educational technology – in order to provide appropriate services in a virtual environment, the librarian must be up-to-date on developments in educational technology;
- Leadership – the role of the library in the academic community and the unique circumstances in which the Coastline librarian finds herself, require that the librarian be well versed in leadership theory and practice;
- Subject specific areas – in a single person library, it is imperative that the librarian be knowledgeable and competent to provide service in a wide variety of subject areas; continuing education in nearly all discipline areas is essential.

Conferences and professional development events attended by the librarian every year include Academic Senate Plenary Sessions, TechEd, Council of Chief Librarians Spring and Fall workshops, the Library & Learning Resources for California Community Colleges annual workshops, and the Annual Library & Learning Resources Deans & Directors meeting. In the recent past, the librarian participated in the Coastline Leadership Academy, the Academic

Senate Curriculum Institute, and Community College Leadership Development Institute. The Association of College and Research Libraries offers professional development courses online for librarians in higher education; the Coastline librarian has completed 4 online workshops offered by ACRL. In addition, during the past few years the librarian has completed around 15 units of college and university credit for courses such as Mass Communications, Legal Research, and Library 2.0.

An important professional development element of the library is in the area of faculty development. From 2001 to 2005 the library in conjunction with the Title III grant provided training to nearly 100 instructors in use of the Virtual Library. Since 2005 a few workshops have been offered and the librarian has participated in the Summer Technology Institute by offering in-services and poster sessions on library technology. A series of workshops will be prepared for the Fall 2007 semester to introduce new resources and services to faculty and to promote faculty use of the library with their students.

Quantitative Elements

Course Data

English 108 Library Resources and Research has primarily been offered online. All five attempts to schedule an on-site class failed to attract sufficient enrollments, and the on-site class was cancelled each time (Fall 2001, Fall 2002, Fall 2003, Fall 2004, and Spring 2007).

In the six years that English 108 has been offered, no more than one section of the class has ever made. In two semesters (Spring 2003 and Spring 2004), not even one section of the class made. For the remaining 10 semesters in which there was one active class per semester, the average census enrollment was 16. FTES generated by the class are less than 1 per semester.

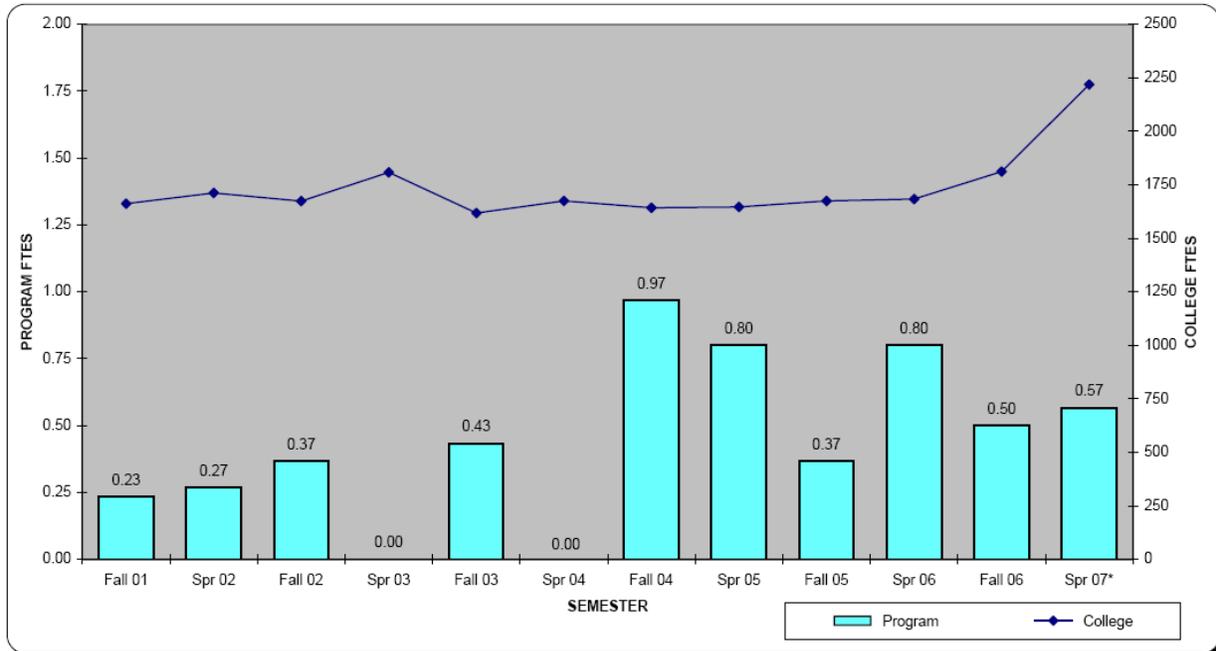
Attrition (students lost between census and the end of class) has been high in most semesters. Note: English 108 attrition data for the 2004-05 academic year is unreliable, as a significant number of students actually enrolled *after* census (e.g., 10 students were added after census in Fall 2004 and 4 students were added after census in Spring 2005).

LIBRARY AND LEARNING RESOURCES 2007
Six-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL 052	SPRING 053	FALL 062	SPRING 063*
FTES												
Program	0.23	0.27	0.37	0.00	0.43	0.00	0.97	0.80	0.37	0.80	0.50	0.57
College	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.27	1683.10	1811.40	2218.09
Program as % of College	0.01%	0.02%	0.02%	0.00%	0.03%	0.00%	0.06%	0.05%	0.02%	0.05%	0.03%	0.03%
Program Sections												
Total Sections Scheduled	2	1	2	1	2	1	2	1	1	1	1	2
Sections Cancelled	1	0	1	1	1	1	1	0	0	0	0	1
Sections (adjusted for concurrent/canc./co-op.)	1	1	1	0	1	0	1	1	1	1	1	1
Avg. Enroll. All Classes	7	8	11	0	13	0	29	24	11	24	15	17
Seat Count at Census												
Program	7	8	11	0	13	0	29	24	11	24	15	17
College	15,944	16,213	16,043	17,053	15,500	16,243	15,776	15,699	15,927	16,188	17,220	20,855
Program as % of College	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
Seat Count at Semester End												
Program	6	4	7	0	11	0	33	19	7	16	9	13
College	13,326	13,405	13,193	13,895	12,673	12,998	12,915	12,964	12,829	13,239	14,418	16,716
Program as % of College	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%
Attrition (Cens. to End Seats)												
Program	14.3%	50.0%	36.4%	n/a	15.4%	n/a	0.0%	20.8%	36.4%	33.3%	40.0%	23.5%
College	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	19.5%	18.2%	16.3%	19.8%

*Spring 2007 data as of 17 April 2007

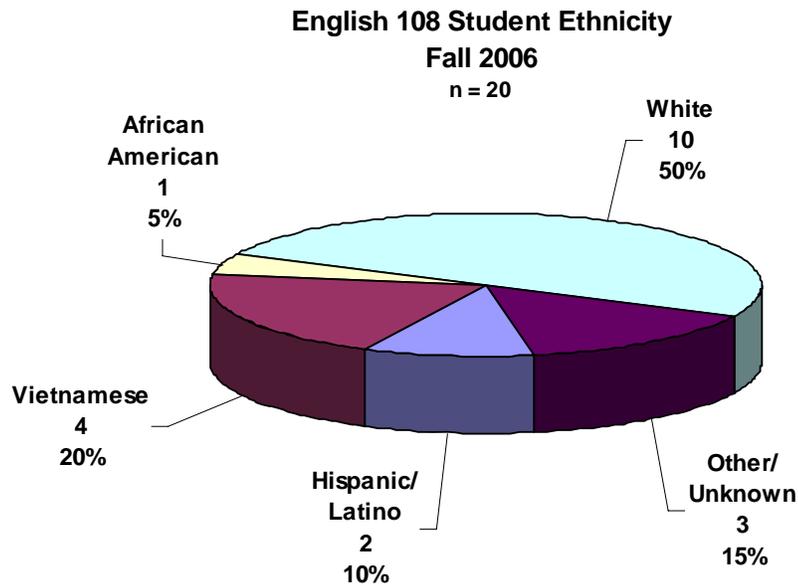
FTES	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07*
Program	0.23	0.27	0.37	0.00	0.43	0.00	0.97	0.80	0.37	0.80	0.50	0.57
College	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.27	1683.10	1811.40	2218.09
% of College	0.014%	0.016%	0.022%	0.000%	0.027%	0.000%	0.059%	0.049%	0.022%	0.048%	0.028%	0.026%



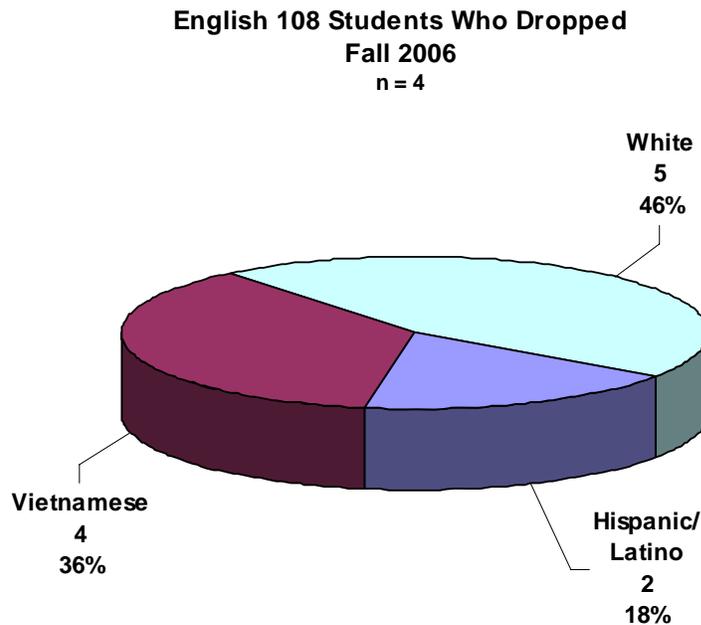
*Spring 2007 data as of 17 April 2007

Student Elements

English 108 attracts a small but somewhat diverse group of students. Out of a total enrollment of 20 students in Fall 2006, 50% defined themselves as white and 35% were from traditionally underrepresented ethnic groups. Ethnicity was unknown for the remaining 15% of the class.



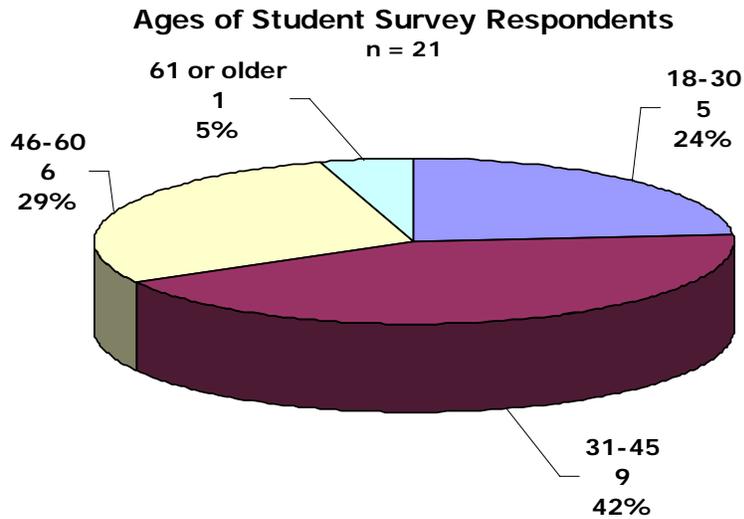
Eleven out of the total of 20 students dropped the class either before or after census. The ethnic breakdown of students who dropped is informative. While half of all white students dropped, all Hispanic and Vietnamese students who had enrolled in the class dropped.



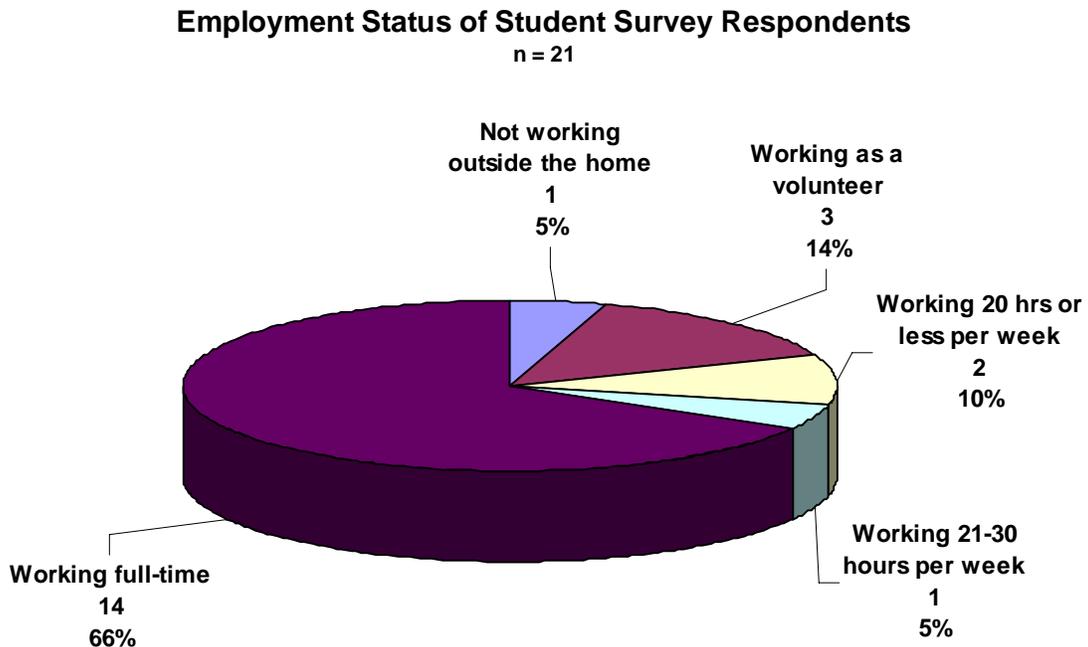
Women tend to enroll in the Library course in slightly higher numbers than men, with close to 60% of students in Fall and Spring 2006-07 being women. A higher proportion of women,

however, responded to the student survey; approximately 86% of all survey respondents were women.

Based on responses to the Program Review student survey, students represent a cross-section of ages; however, the largest number of students (42%) was between 31-45 years of age.



Based on survey responses, most students (66%) are employed full-time. Only 1 student indicated that he/she was not working at all outside the home.



Of the 18 students who expressed an opinion on the Program Review student survey, all were either "Very Satisfied" (89%) or "Somewhat Satisfied" (11%) with the extent to which the instructor met the needs of non-traditional students (e.g., working adults, older adults, etc.).

Nine (45%) of the 20 student survey respondents indicated that they already have an A.A. degree. The remaining 11 (55%) said that they have high school diplomas.

Of 11 students who responded to the survey question about other colleges they are presently attending, 5 (45%) reported that they are only enrolled at Coastline. Two (18%) students indicated they are taking classes at a four-year college or university, and 4 (36%) are attending another community college in addition to Coastline.

Cost Data

English 108, the only course that falls within the scope of Library and Learning Resources, generates a nominal amount of income. With only 1.07 FTES in 2006-07, apportionment revenues were equivalent to approximately \$4,600.

Analysis of library expenditures during the accreditation self-study revealed that Virtual Library expenditures totaled \$34.95 per full-time equivalent student, meaning that the college has been spending about \$84 less than the statewide average of \$119.18 for a comparable institution.

The 2006-2007 allocations and source of funding for the Virtual Library are shown in the table below.

Item	General Fund	Lottery	TTIP	Total
Personnel – 1 FT Faculty Librarian	\$110,186	\$ 0	\$ 0	\$110,186
Collection – subscription databases	10,200	30,000	30,830	71,030
Software Licenses	1,234	0	36,666	37,900
Other Operating Expenses	925	0	0	925
Totals	\$122,545	\$ 30,000	\$ 67,496	\$220,041

It is evident from the chart that the electronic library collection is nearly completely sustained by outside grants (TTIP and Lottery). While these funding sources appear to be available for the near future, since they are controlled and distributed by the state, it is irresponsible to rely on these sources for electronic library materials.

The chart below shows the library's recommendation for more realistic general fund allocations for the Virtual Library.

Item	Current Allocation	Requested Allocation
Subscription databases	\$10,200	\$15,200
Software license fees	1,234	0
Printing	100	5,000
Dues & memberships	465	465
Reference books	60	0
General supplies	0	200
Equipment instructional	0	500
Budgetary only conferences	300	1,000
Total	\$12,359	\$22,365

The library has been able to provide a bare minimum of library resources on the money that has been available for the past five years. In order for the library to increase its resources to a more appropriate level and to broaden service to students and faculty, the general fund line item for subscription databases must be increased a minimum of \$5,000 each year for the next ten years, and that proposal was made to Mission, Plan, and Budget (MPB) in April 2007. As this consistent reliable source of collection funding grows, outside sources of money can be used to enrich, deepen, and/or broaden the collection and take advantage of advances in resources, technologies, and services that will become available in the future.

Furthermore, as use of the Virtual Library grows (which will surely happen), in the future it will be necessary to expand the number of employees to include additional librarians and clerical support. This was also discussed at MPB in April 2007.

While the library does not generate FTES (and since it is virtual it does not even generate income through late and interlibrary loan fees), the library is an essential component of an academic community, and an absolutely necessary resource for students. Studies show that there is a relationship between the quality of a library and the quality of student learning. Coastline's Virtual Library should provide stellar resources and services to its students and faculty, and should provide a model for other institutions developing online libraries.

Program Outcomes

Student Learning Outcomes

The librarian is working with the Academic Senate, the Instructor/Coordinator of Instructional Research, and the Curriculum Committee to develop student learning outcomes (SLOs) for the library that relate to institutional effectiveness and degree-level learning outcomes.

Expected student learning outcomes for English 108 were identified and approved by the Curriculum Committee in May 2006. As part of the Program Review student survey, students in that class were asked to rate the level of confidence they have in their ability to perform each of the tasks identified within the course SLOs. All 20 students who responded indicated they were either "very confident" (70-85%) or "somewhat confident" (15-30%) in their ability.

SLO	Very Confident		Somewhat Confident	
	#	%	#	%
Develop an appropriate topic sentence, a useful search vocabulary, and effective search queries for a variety of electronic resources, including databases, Internet search engines, and library catalogs	14	70%	6	30%
Find, use, and cite appropriate source material from Internet web sites and from electronic newspapers, journals, and books	17	85%	3	15%
Determine a website's authority, currency, bias, URL (Internet address), and accuracy	15	75%	5	25%

Assessment of learning outcomes in English 108 in Spring 2007 indicates that 10 of 16 students successfully completed the final exam and final project, demonstrating the ability

to develop a topic sentence and useful search vocabulary; to find, use, and cite appropriate source material; and to determine a website's URL, currency, and accuracy. Areas in which students had difficulty included creating effective search queries and determining authority and bias in website articles. Strategies will be implemented to improve overall outcomes.

Students completing the Program Review survey were also asked to identify the most useful thing they learned in the Library Resources and Research class. Responses included:

- How to use the BOOLEAN operators and be able to navigate through sources on my own. VERY HELPFUL CLASS!!!!
- How conduct research more efficiently.
- How to construct a research paper while thinking critically. The class also taught me to identify variables, construct experiments and accomplish reliable research.
- The different type of search databases available, and that my college offered many high powered search engines free to me.

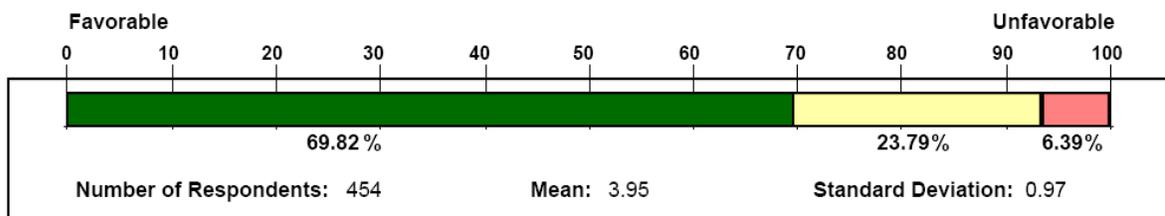
Other Student and Program Outcomes

The Library Resources and Research class has typically had a high rate of attrition and a low success rate. In 7 of 11 semesters from Fall 2001 through Fall 2006, the number of students who failed or withdrew from the course was higher than the number who succeeded. Spring 2007, though not yet complete, promises to show improved results with 11 of 16 students presently on target to successfully complete the course.

Student Satisfaction

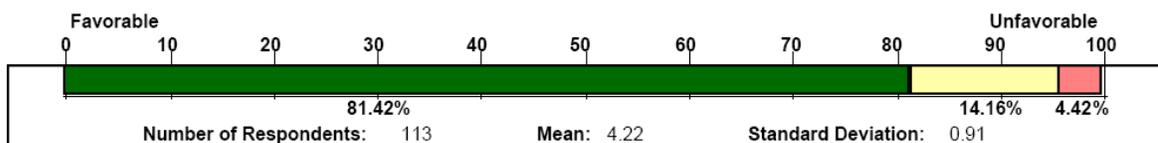
Almost 70% of all students who responded to the Accreditation Self-Study survey in 2005 indicated that the library meets their needs, about 24% were neutral, and fewer than 6.5% indicated that the library does not meet their needs.

Self-Study Student Survey (All students): The college's virtual library meets my needs.



Extracting military students from that data shows that the library gets an overall higher rating from military students than from non-military students at the college. More than 81% of the college's military students indicated the library meets their needs (compared to 66% of non-military), 14% of military students were neutral (compared to 27% of non-military), and fewer than 4.5% of military students said the library does not meet their needs (compared to 7% of non-military students).

Self-Study Student Survey (Military students): The college's virtual library meets my needs.

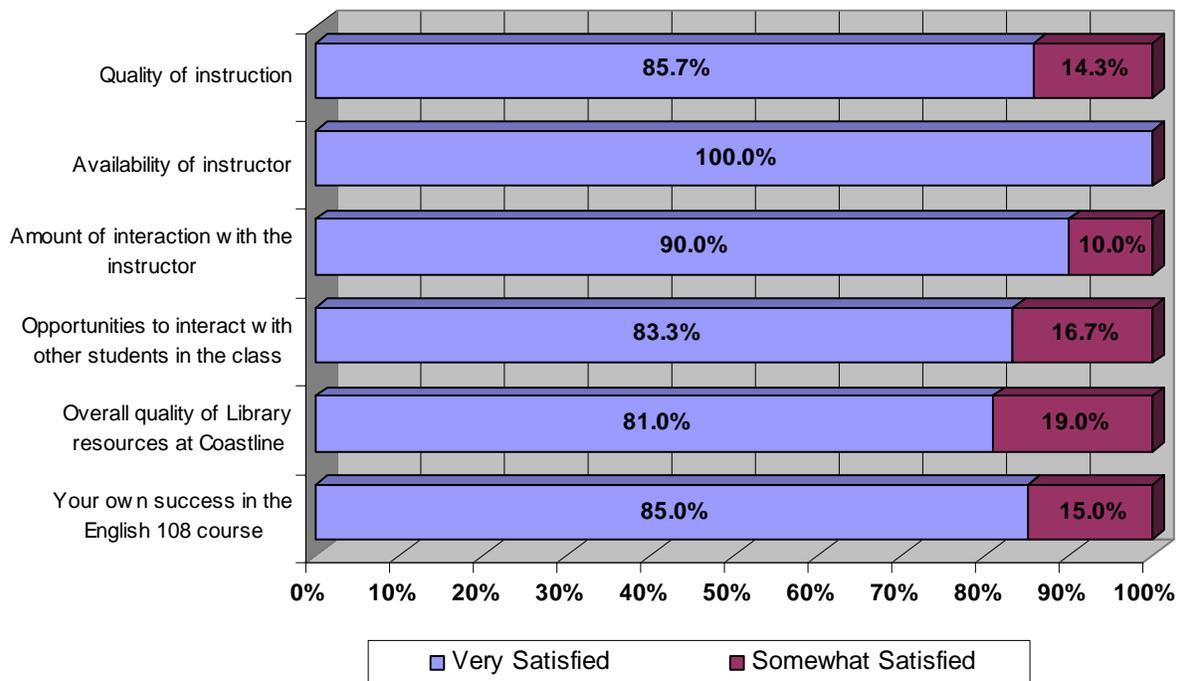


Results from the Graduate Petition Survey indicate that many students have never used Coastline's Library (almost 73%). Of those who have used the library, however, most found it "helpful" or "very helpful."

	2004		2005		2006	
	Count	%	Count	%	Count	%
Never heard of it	44	19.2%	23	10.9%	41	18.5%
Heard of it; never used it	125	54.6%	134	63.5%	139	62.6%
Used it; found it very helpful	26	11.4%	31	14.7%	28	12.6%
Used it; found it helpful	30	13.1%	17	8.1%	14	6.3%
Used it; but not satisfied	4	1.7%	6	2.8%	0	0%
Total	229	100%	211	100.0%	222	100%

Students responding to the Program Review survey indicated a high level of satisfaction with the English 108 course. One hundred percent of the students who responded to these items on the survey were either "Very Satisfied" or "Somewhat Satisfied."

Student Satisfaction with English 108



Comments from the Student Survey:

Some of the instructions were not updated to fit the current class. In the instruction/lecture part, I would have liked to have seen more examples. Since I had very little previous library skills, at times, this class was a bit overwhelming. I spent many more hours than anticipated. I think I just need more experience. Ms. Stewart was wonderful in answering my questions and giving encouragement to the class.

Perhaps more than one credit should be awarded considering the workload and intensity of the class.

I was very surprised and delighted that my professor, Cheryl Stewart answered any and all of my question very promptly. I can tell she really is passionate about her students and that she really wants everyone to succeed.

Conclusions

Coastline has only one librarian who, with limited resources, has had responsibility for building the Virtual Library collection. She continues to work at expanding resources as funds permit. Results from a variety of student, faculty, and staff surveys indicate a high level of satisfaction with Virtual Library resources and with the services provided by the librarian.

There are, however, some areas that need attention. During the exit interview following the college's recent accreditation visit, the visiting team expressed concern over what the team viewed as an insufficient library collection saying that "the paucity of library and learning resources support services is a key concern in terms of accreditation standards." The visiting team recommended establishment of a permanent budget to assure "quantity, currency, depth, and variety" and to "assure that all student populations [distance learning, on campus, contract military, and incarcerated students] served receive a comparable and appropriate level of service."

Another area of concern is the generally high attrition and poor completion and success rates in English 108. Hispanic and Vietnamese students in particular appear to be experiencing more difficulty with the English 108 Library Resources and Research class than their white peers, possibly due to the language-intensive nature of the course. Overall success and potential language barriers need to be investigated and addressed to assure that instructional and support strategies are optimized to help traditionally-underrepresented and second-language students succeed.

Also of concern is the somewhat limited number of faculty who use the library and give required or even optional Library assignments. The library's poor user interface and complex log-in appear to negatively impact on overall library usage.

Recommendations

Library and Learning Resources has identified three primary recommendations:

1. The college needs to provide programming support to improve the Virtual Library interface and streamline log-in procedures, as well as to assure seamless integration with both Banner and Seaport.

2. In keeping with the recommendation from the accrediting visiting team, a permanent budget line item should be established for library resources and support.
3. The college needs to identify and implement strategies to assure the institutionalization of information competency skills across the curriculum.

Goals

Progress on Prior Goals

This is the first review of Library and Learning Resources, so there are no prior goals on which to report.

New Five-Year Goals

The program has identified six new five-year goals:

1. Develop and implement strategies to improve student retention and success in English 108, including coordinating Library assignments with work in students' other courses and/or conducting audio and/or Web conferences with students to discuss research techniques.
2. Work with the Incarcerated Students Educational Program to increase student access to library materials, and pursue options for offering English 108 in a delivery format appropriate for incarcerated students.
3. Work with Academic Senate, Curriculum Committee, and individual faculty and academic departments to develop methods for addressing the college core degree-level learning outcome related to information literacy, including mapping courses to that outcome and promoting integration of library and research assignments throughout the general education curriculum.
4. Assure that instructions (print and online tutorial) for accessing Virtual Library resources are kept up-to-date and readily available through a Help link on the library home page.
5. Work with designated programming staff to improve user-friendliness of the Virtual Library.
6. Increase the number of faculty who incorporate library assignments into their coursework by (1) surveying faculty to determine obstacles and needs and (2) continuing to assist faculty in developing course-specific assignments.



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Library Students 2006

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Class and Student Confidence in Tasks

Library & Learning Resources Student Survey 2006

	Count	Percent
What is the PRIMARY reason you decided to take the Library Resources and Research class?	Respondents: 20	
To satisfy A.A. degree requirements	5	25.00 %
To satisfy general education requirements for transfer	5	25.00 %
To prepare for a new job	2	10.00 %
To improve my library research skills	4	20.00 %
For personal interest	1	5.00 %
Other	3	15.00 %
Total Responses	20	100 %
In what semester did you take the Library Resources and Research class?	Respondents: 4	
Spring 2007	4	100.00 %
Total Responses	4	100 %
Table 1 Student Confidence - Develop an appropriate topic sentence, a useful search vocabulary, and effective search queries for a variety of electronic resources, including databases, Internet search engines, and library catalogs	Respondents: 20	
Very confident	14	70.00 %
Somewhat confident	6	30.00 %
Total Responses	20	100 %
Table 1 Student Confidence - Find, use, and cite appropriate source material from Internet web sites and from electronic newspapers, journals, and books	Respondents: 20	
Very confident	17	85.00 %
Somewhat confident	3	15.00 %
Total Responses	20	100 %
Table 1 Student Confidence - Determine a website's authority, currency, bias, URL (Internet address), and accuracy	Respondents: 20	
Very confident	15	75.00 %
Somewhat confident	5	25.00 %
Total Responses	20	100 %

Most Useful Thing Learned

Library & Learning Resources Student Survey 2006

Question: What was the most useful thing you learned in the Library Resources and Research class?

How to determine a website's accuracy, and also the best search engines to use..

How to use the BOOLEAN operators and be able to navigate through sources on my own.
VERY HELPFUL CLASS!!!!

How to conduct research more efficiently

How to construct a research paper while thinking critically. The class also taught me to identify variables, construct experiments and accomplish reliable research.

The different type of search databases available, and that my college offered many high powered search engines free to me.

How to cite, how to browse more successfully, and the library resources that is available to us!

Finding appropriate source material

The numerous resources available that I wasn't aware of before.

I learned how to look for credible information that is vital for research and how to cite it correctly. This is very important for school or work.

How to correctly, perform a research study and its components.

How to narrow or broaden my selection as well, the difference and benefits of full text and html

How to properly cite sources.

obtaining information from different sources and evaluating information

Doing the assignments. Because I am new to this type of research, it took more hours than I expected to do the assignments in this course.

Expectations: Count/Percent

Library & Learning Resources Student Survey 2006

	Count	Percent
To what extent did the course meet your expectations?	Respondents: 21	
The course was even better than I expected	14	66.67 %
The course was pretty much what I expected	7	33.33 %
Total Responses	21	100 %

Number of Other Gen Ed Classes

Library & Learning Resources Student Survey 2006

	Count	Percent
Other than the Library class, how many general education classes have you taken at Coastline? (Classes designed to satisfy A.A. or transfer degree requirements)	Respondents: 21	
None	3	14.29 %
2	2	9.52 %
5 or more	16	76.19 %
Total Responses	21	100 %

Student Satisfaction: Count/Percent

Library & Learning Resources Student Survey 2006

	Count	Percent
Table 2 Student Satisfaction - Quality of instruction		
	Respondents: 21	
Very satisfied	18	85.71 %
Somewhat satisfied	3	14.29 %
Total Responses	21	100 %

Table 2 Student Satisfaction - Availability of the instructor		
	Respondents: 21	
Very satisfied	20	95.24 %
Don't know or n/a	1	4.76 %
Total Responses	21	100 %

Table 2 Student Satisfaction - Amount of interaction with the instructor		
	Respondents: 21	
Very satisfied	18	85.71 %
Somewhat satisfied	2	9.52 %
Don't know or n/a	1	4.76 %
Total Responses	21	100 %

Table 2 Student Satisfaction - Opportunities to interact with other students in the class		
	Respondents: 21	
Very satisfied	15	71.43 %
Somewhat satisfied	3	14.29 %
Don't know or n/a	3	14.29 %
Total Responses	21	100 %

Table 2 Student Satisfaction - Reliability of the technology used to deliver the Library Resources and Research class		
	Respondents: 21	
Very satisfied	14	66.67 %
Somewhat satisfied	4	19.05 %
Somewhat dissatisfied	1	4.76 %
Don't know or n/a	2	9.52 %
Total Responses	21	100 %

Table 2 Student Satisfaction - Extent to which the instructor met the needs of non-traditional students (e.g., working adults, older adults, etc.)		
	Respondents: 21	
Very satisfied	16	76.19 %
Somewhat satisfied	2	9.52 %
Don't know or n/a	3	14.29 %
Total Responses	21	100 %

Student Satisfaction: Count/Percent

Library & Learning Resources Student Survey 2006

Count Percent

Table 2 Student Satisfaction - Extent to which the instructor met the needs of culturally-diverse students Respondents: 21

Very satisfied	11	52.38 %
Don't know or n/a	10	47.62 %
Total Responses 21 100 %		

Table 2 Student Satisfaction - Overall quality of Library resources at Coastline Respondents: 21

Very satisfied	17	80.95 %
Somewhat satisfied	4	19.05 %
Total Responses 21 100 %		

Table 2 Student Satisfaction - Ease of logging on and using Coastline's Virtual Library Respondents: 21

Very satisfied	16	76.19 %
Somewhat satisfied	4	19.05 %
Somewhat dissatisfied	1	4.76 %
Total Responses 21 100 %		

Table 2 Student Satisfaction - Your own success in the Library Resources and Research class Respondents: 21

Very satisfied	17	80.95 %
Somewhat satisfied	3	14.29 %
Don't know or n/a	1	4.76 %
Total Responses 21 100 %		

Comments About Dissatisfaction

Library & Learning Resources Student Survey 2006

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

The course was not specifically designed for student interaction, so there weren't many opportunities for interaction.

I had to get into Ebscohost, Elite Academic Search. It probably took me half a dozen pages to navigate to get this. The links on the Psych 280 course website was helpful, but the Library itself should be made more accessible, not something we have to spend time finding. 2 clicks at the most would be appropriate. The GWC online Library seems to be structured better.

The website for the class needs to be updated. Some hyperlinks were not functional.

There were times where I could not log on to the site to take the necessary quizzes, etc

I did not take this class. I had to use the library for my other class.

Some of the instructions were not updated to fit the current class. In the instruction/lecture part, I would have liked to have seen more examples. Since I had very little previous library skills, at times, this class was a bit overwhelming. I spent many more hours than anticipated. I think I just need more experience.

Ms. Stewart was wonderful in answering my questions and giving encouragement to the class.

Student Demographics: Count/Percent

Library & Learning Resources Student Survey 2006

	Count	Percent
Age	Respondents: 21	
18-30	5	23.81 %
31-45	9	42.86 %
46-60	6	28.57 %
61 or older	1	4.76 %
Total Responses	21	100 %
Gender	Respondents: 21	
Male	3	14.29 %
Female	18	85.71 %
Total Responses	21	100 %
Ethnicity	Respondents: 20	
American Indian/Native Alaskan	3	15.00 %
White	12	60.00 %
Black	1	5.00 %
Hispanic	2	10.00 %
Other Asian	1	5.00 %
Other	1	5.00 %
Total Responses	20	100 %
Primary Language	Respondents: 21	
English	21	100.00 %
Total Responses	21	100 %
Are you active duty military?	Respondents: 20	
No	20	100.00 %
Total Responses	20	100 %
What is your current employment status?	Respondents: 21	
Not working outside the home	1	4.76 %
Working as a volunteer (non-paid position)	3	14.29 %
Working 20 hours or less per week	2	9.52 %
Working between 21-30 hours per week	1	4.76 %
Working full-time	14	66.67 %
Total Responses	21	100 %

Student Demographics: Count/Percent

Library & Learning Resources Student Survey 2006

	Count	Percent
What is your highest level of education?	Respondents: 20	
High school diploma	11	55.00 %
Associate in Arts degree	9	45.00 %
Total Responses	20	100 %

Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)	Respondents: 11	
Golden West College	2	18.18 %
Santiago Canyon College	1	9.09 %
Other community college	2	18.18 %
A four-year college or university	2	18.18 %
No: Enrolled only at Coastline	5	45.45 %
Total Responses	12	100 %

Listing of "other" Responses by Question

Library & Learning Resources Student Survey 2006

Question: What is the PRIMARY reason you decided to take the Library Resources and Research class?

to complete a psychology certificate
research project
required to get my bachelor's degree

Question: Ethnicity

filipino

Course Suggestions and Comments

Library & Learning Resources Student Survey 2006

Question: Are there other library or research courses in that you would like Coastline to offer?

No, because I have just finished my AA degree.

Yes, legal research courses. How to study law books and cite cases and learn to pull them out and understand them.

No.

No.

no

Question: Do you have any comments or suggestions for improving Library and Learning Resources at Coastline?

I thought Cheryl Stewart was a very good teacher, and her class doesn't need to be improved- it's just fine as it is.

I was very surprised and delighted that my professor, Cheryl Stewart answered any and all of my question very promptly. I can tell she really is passionate about her students and that she really wants everyone to succeed.

Make the Virtual Library easier to access, and improve the DROPBOX! Being an online class, the sites for the course need to be the best in accessing and organization.

No.

Perhaps more than one credit should be awarded considering the workload and intensity of the class.

not at this time

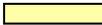
no

See earlier statements.

Favorable/Unfavorable Report

Library & Learning Resources Student Survey 2006

Favorable 

Neutral 

Unfavorable 

Table 2 Student Satisfaction - Quality of instruction

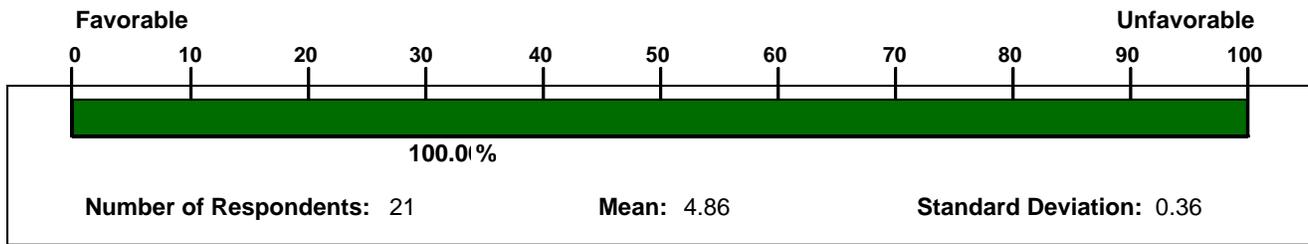


Table 2 Student Satisfaction - Availability of the instructor

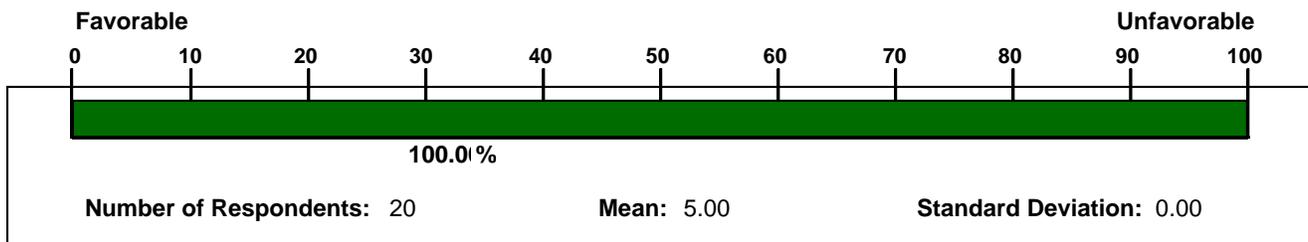


Table 2 Student Satisfaction - Amount of interaction with the instructor

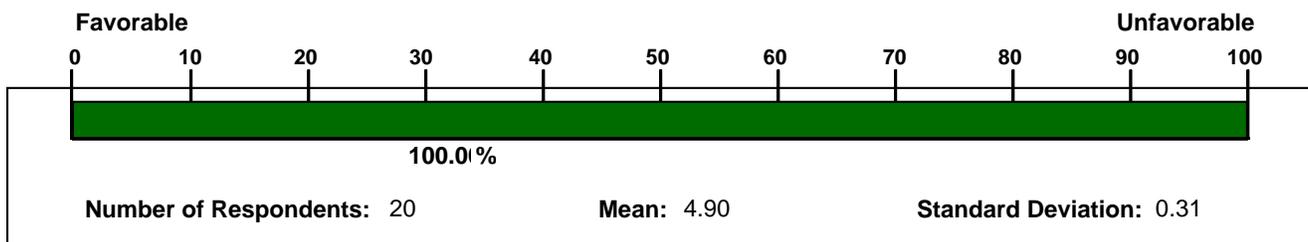


Table 2 Student Satisfaction - Opportunities to interact with other students in the class

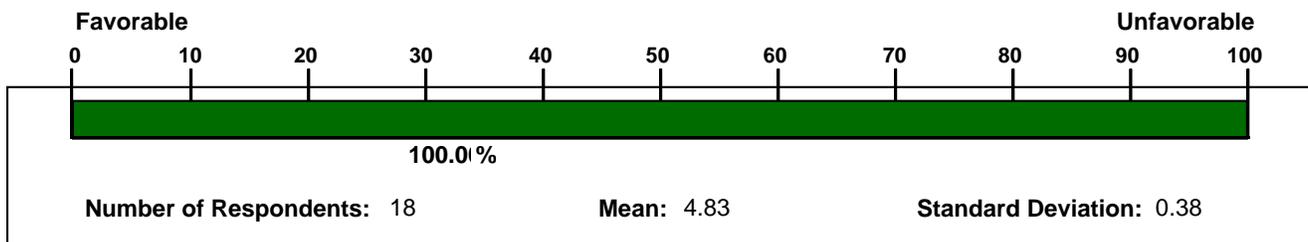
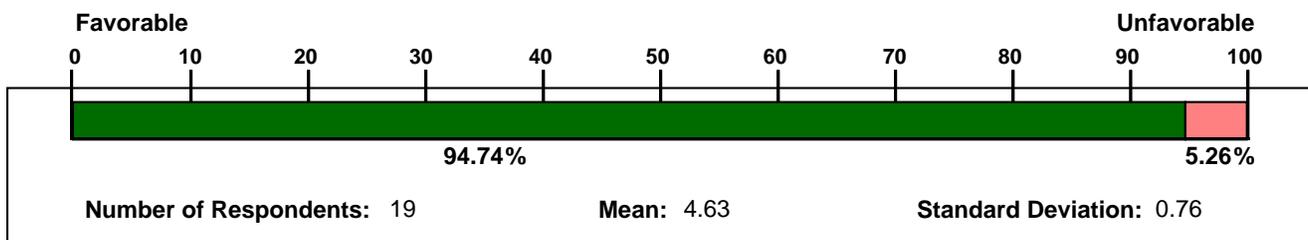


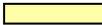
Table 2 Student Satisfaction - Reliability of the technology used to deliver the Library Resources and Research class



Favorable/Unfavorable Report

Library & Learning Resources Student Survey 2006

Favorable 

Neutral 

Unfavorable 

Table 2 Student Satisfaction - Extent to which the instructor met the needs of non-traditional students (e.g., working adults, older adults, etc.)

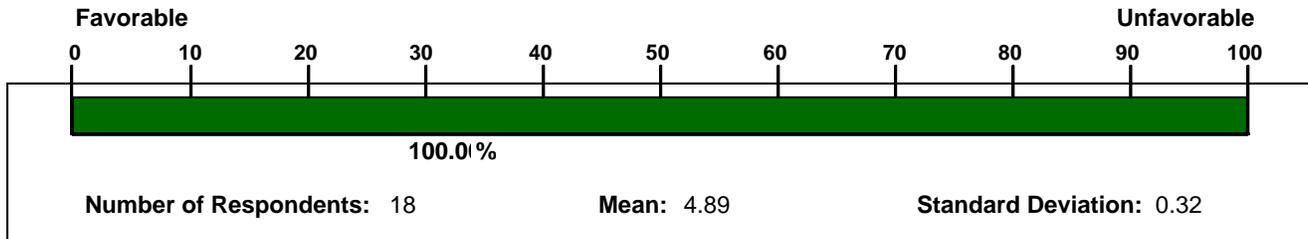


Table 2 Student Satisfaction - Extent to which the instructor met the needs of culturally-diverse students

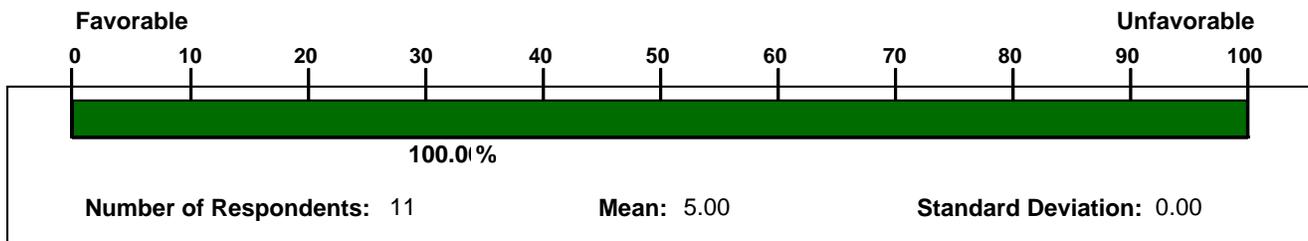


Table 2 Student Satisfaction - Overall quality of Library resources at Coastline

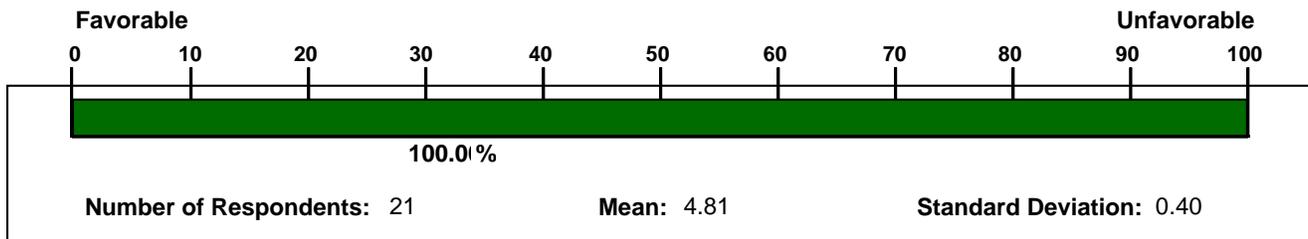


Table 2 Student Satisfaction - Ease of logging on and using Coastline's Virtual Library

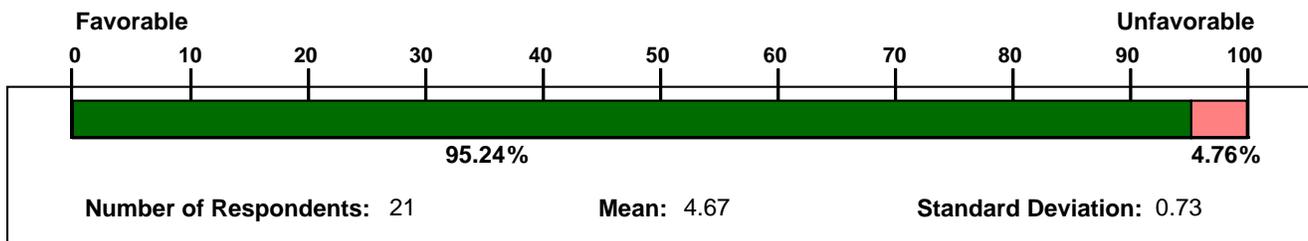
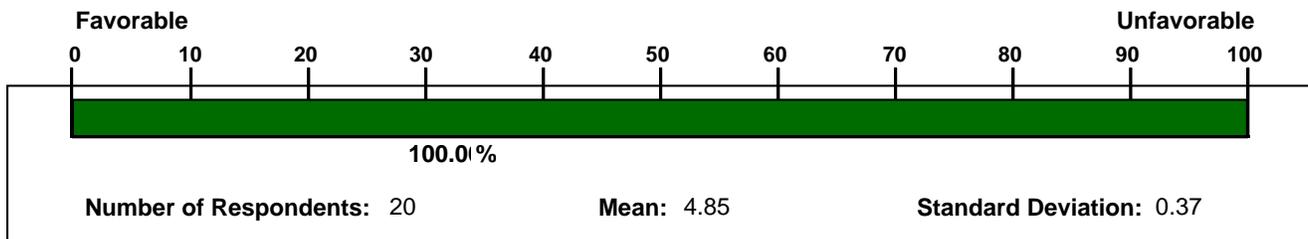


Table 2 Student Satisfaction - Your own success in the Library Resources and Research class



Blank Survey

Library & Learning Resources Student Survey 2006

1. What is the **PRIMARY** reason you decided to take the Library Resources and Research class?

(Choose one)

- 1. To satisfy A.A. degree requirements
- 2. To satisfy general education requirements for transfer
- 3. To prepare for a new job
- 4. To improve my skills for my current job
- 5. To obtain a promotion
- 6. To improve my library research skills
- 7. For personal interest
- 8. Other

2. In what semester did you take the Library Resources and Research class?

(Choose one)

- 1. Spring 2007
- 2. Fall 2006
- 3. Spring 2006
- 4. Fall 2005
- 5. Spring 2005
- 6. Fall 2004
- 7. Before Fall 2004

3. **Table 1 Student Confidence - Develop an appropriate topic sentence, a useful search vocabulary, and effective search queries for a variety of electronic resources, including databases, Internet search engines, and library catalogs**

(Choose one)

- 1. Very confident
- 2. Somewhat confident
- 3. Not too confident
- 4. Don't know how to do that

4. **Table 1 Student Confidence - Find, use, and cite appropriate source material from Internet web sites and from electronic newspapers, journals, and books**

(Choose one)

- 1. Very confident
- 2. Somewhat confident
- 3. Not too confident
- 4. Don't know how to do that

5. **Table 1 Student Confidence - Determine a website's authority, currency, bias, URL (Internet address), and accuracy**

(Choose one)

- 1. Very confident
- 2. Somewhat confident
- 3. Not too confident
- 4. Don't know how to do that

6. What was the most useful thing you learned in the Library Resources and Research class?

7. To what extent did the course meet your expectations?

(Choose one)

- 1. *The course was even better than I expected*
- 2. *The course was pretty much what I expected*
- 3. *The course was not what I expected*

8. You indicated that the course was not what you expected. In what ways did the course not meet your expectations?

9. Other than the Library class, how many general education classes have you taken at Coastline? (Classes designed to satisfy A.A. or transfer degree requirements)

(Choose one)

- 1. *None*
- 2. *1*
- 3. *2*
- 4. *3*
- 5. *4*
- 6. *5 or more*

10. Table 2 Student Satisfaction - Quality of instruction

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

11. Table 2 Student Satisfaction - Availability of the instructor

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

12. Table 2 Student Satisfaction - Amount of interaction with the instructor

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

13. Table 2 Student Satisfaction - Opportunities to interact with other students in the class

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

14. Table 2 Student Satisfaction - Reliability of the technology used to deliver the Library Resources and Research class

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

15. Table 2 Student Satisfaction - Extent to which the instructor met the needs of non-traditional students (e.g., working adults, older adults, etc.)

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

16. Table 2 Student Satisfaction - Extent to which the instructor met the needs of culturally-diverse students

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

17. Table 2 Student Satisfaction - Overall quality of Library resources at Coastline

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

18. Table 2 Student Satisfaction - Ease of logging on and using Coastline's Virtual Library

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

19. Table 2 Student Satisfaction - Your own success in the Library Resources and Research class

(Choose one)

- 1. *Very satisfied*
- 2. *Somewhat satisfied*
- 3. *Somewhat dissatisfied*
- 4. *Very dissatisfied*
- 5. *Don't know or n/a*

20. If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

21. Age

(Choose one)

- 1. *Under 18*
- 2. *18-30*
- 3. *31-45*
- 4. *46-60*
- 5. *61 or older*

22. Gender

(Choose one)

- 1. *Male*
- 2. *Female*

23. Ethnicity

(Choose one)

- 1. *American Indian/Native Alaskan*
- 2. *White*
- 3. *Black*
- 4. *Hispanic*
- 5. *Vietnamese*
- 6. *Other Asian*
- 7. *Decline to State*
- 8. *Other*

24. Primary Language

(Choose one)

- 1. English
- 2. Spanish
- 3. Vietnamese
- 4. Other

25. Are you active duty military?

(Choose one)

- 1. Yes
- 2. No

26. What is your current employment status?

(Choose one)

- 1. Not working outside the home
- 2. Working as a volunteer (non-paid position)
- 3. Working 20 hours or less per week
- 4. Working between 21-30 hours per week
- 5. Working full-time

27. What is your highest level of education?

(Choose one)

- 1. Less than high school completion
- 2. High school diploma
- 3. Associate in Arts degree
- 4. Bachelor's degree
- 5. Master's degree
- 6. Doctorate

**28. Are you currently enrolled at another college in addition to your Coastline classes?
(Mark all that apply.)**

(Choose all that apply)

- 1. Golden West College
- 2. Irvine Valley College
- 3. Orange Coast College
- 4. Saddleback College
- 5. Santa Ana College
- 6. Santiago Canyon College
- 7. Other community college
- 8. A four-year college or university
- 9. No: Enrolled only at Coastline

29. Are there other library or research courses in that you would like Coastline to offer?

30. Do you have any comments or suggestions for improving Library and Learning Resources at Coastline?



**Program Review 2006-07
Validation Report**

Library and Learning Resources Program

1. Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

Yes No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

2. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:

- A. The Virtual Library has urgent need for a simplified log-in process (e.g., single log-in that then passes individual passwords to each database).
- B. Based on recommendations from the college's recent accreditation visit, the college must establish a permanent budget line item for the Virtual Library.
- C. A limited number of faculty members are currently giving required and/or optional library assignments.
- D. Incarcerated students have no access to the English 108 course, and most cannot access the Virtual Library due to Internet restrictions within the prison facilities. Alternatives for access need to be identified and developed.
- E. Strategies need to be identifying for increasing student retention and success in English 108, with special attention on meeting the needs of non-native English speakers.
- F. As more instruction goes online, the resources of the Virtual Library will become ever more important.

3. Does the data substantiate the conclusions and recommendations made?

Yes No

If no, note the areas and manner in which data does not match conclusions or recommendations?

4. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.

- A. In response to the Accreditation Visiting Team's concerns and emphasis on the Library's budget and overall resources, the Steering Committee recommends that:
 - 1. The Librarian, in cooperation with the Dean, should develop an operational timeline and processes for ensuring that current funding and new funding resulting from a permanent budget line item is used effectively and that expenditures and required reports are completed expeditiously.
 - 2. The Librarian, possibly with assistance from a special task force, should analyze needs, identify required skills and resources (human and technological), and develop a plan to advance the library's technological sophistication and make Coastline's Virtual Library an innovative, state-of-the-art model; an emphasis should be placed on identifying the technology skills and/or training that will be required for Library personnel so that appropriate

individuals can be hired to backfill for the Librarian during her tenure as Senate President.

- B. In support of expanding library usage and addressing college core degree-level outcomes, consider promoting a college-wide focus on Information Competency in the coming year and enlisting instructors of degree-applicable transfer courses to pair their courses with sections of English 108 (e.g., one English 108 section to complement English Comp, one section for students in History 170/175, one section for students in Psych 100, one section for Art 100/101 students, etc.). Library assignments could be coordinated with the subject course to enhance relevance and allow students “kill two birds with one stone.” To encourage student participation, propose that the college waive tuition for English 108 for any student enrolling in paired courses.
 - C. Develop survey instruments to clarify “research” and “library” assignment data.
 - D. Explore options for providing a “Library Lab” to increase library usage.
 - E. Explore ways to ensure that students and faculty alike are aware of available subscriptions and database resources.
 - F. Consider marketing the library course (or creating a new library course) for “boomers” and older adults who are interested in working in libraries and/or volunteering as well as for One-Stop customers.
 - G. Develop a course below “100” to help ESL students prepare for English 108 competency and work with the ESL Department to advertise the course.
 - H. Identify new faculty coming on board since 2005 Library Workshops so that a special focus can be made to train them on how to use the Virtual Library.
 - I. Combine online English 108 with classroom 108 and stack the sections to improve likelihood of both meeting the minimum enrollment criteria.
5. List program accomplishments and aspects for which the program should be commended.
- A. Librarian Cheryl Stewart is to be commended for what she has accomplished in building the Virtual Library, expanding library holdings, and promoting library use through faculty training and tutorials, by assisting faculty in developing library assignments, and through classroom outreach efforts. She is also to be acknowledged for her overall college service and for her participation in professional organizations at the State level.
 - B. The Virtual Library tutorial and educational support are highly regarded by libraries throughout California and beyond.
 - C. The idea of using a single search tool for the databases available at the Virtual Library is great!

Prepared by the Program Review Steering Committee, May 2007

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Teach with Required Library Assignment

Library Faculty and Staff 2007

	Count	Percent
Which best describes your primary job classification?	Respondents: 180	
Full-time faculty	28	15.56 %
Part-time faculty	46	25.56 %
Classified	74	41.11 %
Administrator/Manager	26	14.44 %
Other	6	3.33 %

Total Responses 180 100 %

Do you teach any classes at Coastline?	Respondents: 180	
Yes	66	36.67 %
No	114	63.33 %

Total Responses 180 100 %

How many times have you used Coastline's Virtual Library in the last 12 months?	Respondents: 180	
0	106	58.89 %
1-5 times	50	27.78 %
6-10 times	13	7.22 %
11-15 times	6	3.33 %
More than 20 times	5	2.78 %

Total Responses 180 100 %

If you have not used Coastline's Virtual Library in the past twelve months, what is the primary reason?	Respondents: 105	
Had no need	78	74.29 %
Didn't know that Coastline had a Virtual Library	3	2.86 %
Don't know how to access the Virtual Library	9	8.57 %
Available resources in the Library don't meet my needs	2	1.90 %
Can't remember my log in or password	1	0.95 %
Log-in process is too difficult	3	2.86 %
Can't figure out how to find what I want	3	2.86 %
Other	6	5.71 %

Total Responses 105 100 %

Teach with Required Library Assignment

Library Faculty and Staff 2007

	Count	Percent
In which academic departments/divisions do you teach? (Mark all that apply.) Respondents: 65		
Career and Technical Education	11	16.92 %
Counseling or Leadership	4	6.15 %
Emeritus	6	9.23 %
English	4	6.15 %
ESL	2	3.08 %
Fine Arts	4	6.15 %
Foreign Languages	3	4.62 %
Humanities (Comm., Humanities, Philosophy, Speech)	5	7.69 %
Mathematics	7	10.77 %
Performing Arts	1	1.54 %
Physical Education	1	1.54 %
Sciences	6	9.23 %
Social Sciences	11	16.92 %
Special Education	4	6.15 %
Other	5	7.69 %
Total Responses	74	100 %

What types of classes do you teach?

Respondents: 65

Primarily or only credit classes	53	81.54 %
Primarily or only non-credit classes	5	7.69 %
Equal mix of credit and non-credit	7	10.77 %

Total Responses 65 100 %

Did you participate in or attend a Coastline Virtual Library orientation or workshop?

Respondents: 104

No	58	55.77 %
Yes: On-site workshop or orientation	36	34.62 %
Yes: Online workshop or orientation	5	4.81 %
Yes: Both on-site and online workshops or orientations	5	4.81 %

Total Responses 104 100 %

Teach with Required Library Assignment

Library Faculty and Staff 2007

	Count	Percent
In which delivery modes do you teach? (Mark all that apply)	Respondents: 66	
Classroom	44	66.67 %
Online	38	57.58 %
Telecourse	16	24.24 %
Hybrid (part classroom/part distance learning)	7	10.61 %
Other	1	1.52 %
Total Responses	106	100 %
Do you teach classes in Coastline's Military Program?	Respondents: 66	
Yes	20	30.30 %
No	46	69.70 %
Total Responses	66	100 %
Do you teach classes that serve incarcerated students?	Respondents: 66	
Yes	24	36.36 %
No	42	63.64 %
Total Responses	66	100 %
In how many classes have you included a required library assignment?	Respondents: 66	
0	44	66.67 %
1	10	15.15 %
2	6	9.09 %
3	5	7.58 %
More than 5	1	1.52 %
Total Responses	66	100 %
In how many classes have you included an optional or extra credit library assignment?	Respondents: 63	
0	48	76.19 %
1	6	9.52 %
2	6	9.52 %
3	2	3.17 %
5	1	1.59 %
Total Responses	63	100 %

Teach with Required Library Assignment Library Faculty and Staff 2007

	Count	Percent
What is the total number of library assignments you give (all classes and assignments combined)? Respondents: 52		
0	27	51.92 %
1	8	15.38 %
2	6	11.54 %
3	4	7.69 %
4	4	7.69 %
5	1	1.92 %
8	1	1.92 %
9	1	1.92 %
Total Responses	52	100 %

Listing of "other" Responses by Question

Library Faculty and Staff 2007

Question: Which best describes your primary job classification?

Hourly
Hourly
Consultant
hourly
Professional Expert
student

Question: If you have not used Coastline's Virtual Library in the past twelve months, what is the primary reason?

restricted access
Current listservs and electronic communications from the Federal & State entities which govern my outside funding sources have met my work needs
log-in process too difficult AND can't figure out how to find what I want
Just started
Haven't had time to try, but interested

Question: In which academic departments/divisions do you teach? (Mark all that apply.)

Gerontology
psychology
business
Education
teacher education

Question: In which delivery modes do you teach? (Mark all that apply)

Field Trips

Number of Students and Comments Library Faculty and Staff 2007

Question: What is your estimate of the total number of students in classes in which you have given library assignments? (In one typical semester)

1

0

25

0

25

200

60

75 plus

0

0

70

100

90

110

200

90

0

0enddata

10enddata

0

40enddata

0enddata

0

Number of Students and Comments Library Faculty and Staff 2007

Question: What is your estimate of the total number of students in classes in which you have given library assignments? (In one typical semester)

25enddata

0enddata

0enddata

0enddata

50

125/optionalenddata

0enddata

100enddata

0enddata

250enddata

I teach prisoners!

40enddata

n/a

24

0enddata

0enddata

0enddata

0enddata

150

15enddata

20

350enddata

0enddata

Number of Students and Comments Library Faculty and Staff 2007

Question: Do you have any comments about or suggestions for improving Coastline's Virtual Library?

Perhaps hold focus groups with some faculty to identify any problems.

Have not used Coastline's Virtual Library yet. Will do so within the next couple weeks as a class assignment.

Here at the One-Stop Centers, we were not informed about the training for the Virtual Library. I would suggest that EVERYONE be included in the training, whether you teach or not, it would be a valuable tool to know!

The Virtual Library is very helpful to my students. Because of the hands-on nature of my classes I do not give Library assignments but I have my students use the Library as a reference to look up data to help with their projects.

If I could create my own user name and password to access the library it would make it much more user friendly. enddata

I am putting all my classes on Seaport (over 10), and I will add Virtual Library assignments for all the classes. enddata

NA enddata

Make a workshop available to faculty and staff every semester. Also, an internet job search printed bibliography would be very helpfull. enddata

noenddata

The biggest problem is trying to figure out the passwords for each individual database. Until the password problem can be solved (e.g. with Luminous), the bookstore should give away a "bookmark" with each sale, listing the passwords to each of the databases, and what is available in each database.

Information about each database and passwords should also be given to each faculty member at each faculty meeting. Suggested wording should be given to faculty to include in their syllabus about the library (e.g., "here is how to get into the ProQuest database, step 1,2,3"). Students will never use the library until faculty know how to use it, and what types of assignments they can give them. There is a disincentive to using the library when it is too hard to figure out.

Faculty need a handout about what is in each database. They need to know where they can look for a Los Angeles Times newspaper, or where to look for a specific journal. They don't know where to start.

Number of Students and Comments Library Faculty and Staff 2007

Question: Do you have any comments about or suggestions for improving Coastline's Virtual Library?

Students, even those who are given specific written instructions (e.g., 1,2,3) to find juried articles in the CCC online library, still use the Internet for "research" assignments. They fall back to "easy" research, even when it is not scientific. We are not teaching them "good" research skills, when they cannot use our "so called" "virtual library" because they can't figure it out.

I find it very frustrating. Gayleenddata

It would be really helpful if there was an easy to find link from the school home page. Also, access to the resources should be easier.enddata

I haven't used it yet. I see, however, that it has great possibilities for personal/staff development for those activities/readings needed for depth but not necessarily related to my exact daily duties. Coastliners should be as conversant with the Virtual Library as we are with phone and e-mail. Mea culpa! enddata

In the past when I have mentioned to the librarian that I could not get into the library she replied that I should have called her. But I doubt seriously she was available at 1 and 2 at night when I was working on my homework. I switched to a subscription library and I never had problems with passwords like the constant problems I had with Coastline's library. Coastline makes everything complicated. With the subscription library I used one password and had access to everything I needed.enddata

*I'd like to see the library more prominently indicated on the college's homepage.

*I'd also like to see the library take on more of the 'look and feel' of Seaport.

Thanks for the opportunity to provide input on a very valued aspect of the college.enddata

It's fast, it's big, and it's free. It's managed by a skilled and diligent professional who appreciates the importance of publicizing what is--for the moment--a radically unconventional resource. Eventually all community college libraries will be like Coastline's. Meanwhile more online books and periodicals would help; what library could wish otherwise?enddata

Make available personal one-on-one walk-throughs.enddata

It is not user friendly, it's difficult to navigate and needs to be updated.enddata

I currently refer students to the virtual library as a supplemental resource, although I don't have actual assignments based upon their use. My primary use has been for my own

Number of Students and Comments Library Faculty and Staff 2007

Question: Do you have any comments about or suggestions for improving Coastline's Virtual Library?

information and research. enddata

Coastline's Virtual Library has a number of extensive electronic resources available.

It is not the quality of the library, but the level of language ability of my students that determines the library usage.

I've used the virtual library on occasion for personal research and found that maneuvering around the system cumbersome. The system could be easy.

No.

What about sending out a college-wide e-mail once a month with a tip on how to find something at the library. Example: Searching for reference material for an art class on Frank Lloyd Wright? This is where you would go and how you would get the most information.

not at this time.

I believe the students and instructors are blessed to have access to a great educational tool.

I love the fact that we have a virtual library. I would like to make more use of it, But in teaching chemistry, the main reference source is the book they use.

I do with the accreditation team that funding for it's "materials" need to come from a line item instead of soft monies.

We should ask our students how often they did not have access to research materials (from our library or any other sources) that were needed to complete courses assignments and reports. It is easy to say we need more resources, but how do we know that we need more resources without talking to our students.

I would also be interested to know how many students at other colleges and universities use their college library. With the amount of free resources available, I would assume that most students do not take advantage of college library resources.

Although coursework in my discipline doesn't often include research done by students it would certainly be appropriate and to their benefit to do so. Coastline's virtual librarian is helpful, extremely knowledgeable and enthusiastic, and makes herself and a great wealth of resources available. I just need to take better advantage of that.

I have assignments which require the student to read an article and write about or read a

Number of Students and Comments Library Faculty and Staff 2007

Question: Do you have any comments about or suggestions for improving Coastline's Virtual Library?

book and report but I do not require the library be used so I was a little confused about how to answer the questions regarding library assignments. I do not require the students to use the library.

Several years ago I tried to use the library and it was so hard to access because I had to get some kind of password from the librarian or something that I gave up and I've never tried again.

I think that the virtual library is an excellent teaching tool and I will use it this semester. However, I was only introduced to the offerings last week.

It would help to have printers to go with the four computers in the Information Commons. I am not sure what the computer and printer access is at the other sites for students to use the Virtual Library. My students need to print out portions of what they look up in the library.

The Coastline library doesn't seem to be meeting the needs of our students. More information needs to be shared in each classroom at the beginning of each semester. Cheryl Stewart has done a wonderful job and is such an integral part of the Coastline family.

Increased funding would make it possible to provide additional subscriptions.

It is a great service for online students.

I have been working with Ms. Stewart to make it as easy as possible for my students since both classes are large, and I require them all to do a REQUIRED PROJECT PAPER through the COASTLINE VIRTUAL LIBRARY. I think it is fantastic what Ms. Stewart is doing as she helps me.

Our librarian does a terrific job in her position--setting the library up initially; maintaining it; visiting classes to promote it to students; and running faculty workshops to promote it to faculty, and more. I introduce it in each of my computer classes, although I don't give students an assignment using it currently. Students are very impressed with the subscriptions available and services offered.

The Virtual Library is a fabulous resource for my students. I think it should be an integral part of many more Coastline courses.

No, I can't think of any.

No comment or suggestions at this time

Number of Students and Comments Library Faculty and Staff 2007

Question: Do you have any comments about or suggestions for improving Coastline's Virtual Library?

Would like to see an improved Library interface to make the system more user-friendly. In particular, the college should devote some programming resources to creating a single log-in for users--one that would pass individual database passwords to each specific database so that the user doesn't have to track 10 or 12 different unmemorable passwords. This should be done IMMEDIATELY for users who access the Library directly as well as those who log in to Seaport first. Later this single log-in should be integrated into the Banner log-in to create seamless access to Library resources.

It would also be nice to see a database-driven directory of resources so that a user can easily search for a particular journal (by name of journal, not specific articles) and then link directly to the database that contains that journal. enddata

Get the woman an assistant.

She is over burdenedd with other college college projects. enddata

When the student email system is in place, it would be helpful to send each student the one-page info on how to access the library and use the materials available. Faculty should also be sent this helpful info at the beginning of each semester as a reminder on how to use the library, and all DL classes should have it as a link on their course web pages to make the library more "real." enddata

Cheryl needs support staff to answer general student questions, and to help with marketing/classroom presentations! Also - one log-in for all systems would be nice. enddata

I will be finding out more about it and taking advantage of it in the future. enddata

Sorry to advise that I have only been a Manager with Coastline for the last 60 days. My input should not be used to affect the effectiveness of the Virtual Library. enddata

To help give more visability and use, have the link and name or symbol available on the vollege home page. It is buried in Distance Learning, but it should be accessible to all students and staff at Coastline.

Change the home page - need to update and redesign every two-to-three years. It was find back then, but not now. The logo or design is too large and 'mask' pertinent informstion that students or staff need immediately. If password or codes are needed, should be provided to all students or staff prior to the start of courses or semester.

Coastline's virtual library does not have access to ABS and other important library or

Number of Students and Comments Library Faculty and Staff 2007

Question: Do you have any comments about or suggestions for improving Coastline's Virtual Library?

abstract resources. The college needs to provide the monetary resources to break down barriers and allow free access to ABS and library journals, periodicals on an ongoing basis.

Need to improve on the intro into library services and update the page on the librarian and/or staff. Does the librarian have classified staff to help support the page-I do not mean technical alone, but staff to help students and to assist in the management of content, answer student's or faculty's questions, etc.enddata

I was formerly a Coastline student and I took all of my classes on line. I think the library is a great resource, but a little difficult to work your way around in and there are a lot of passwords. I did not find it particularly user-friendly. Since I am not particularly knowledgeable about computer software, I don't know how to improve the library.enddata

Well, awhile ago I asked to get virtual library support for my class project which involves finding newspaper articles. I requested this a couple of times but the librarian never followed up on my request. I felt let down by the virtual college librarian due to the fact that I was told something could be done in the virtual library regarding my specific project and then the librarian never followed up with my request.enddata

I think it is a yerrificservice to students who need to use a library. In my area, mathematics on line, we have tremendous resources from the publisher and in the Student Success Center.enddata

Do more to make new adjuncts aware of the library.enddata

I believe it is a valuable service/tool that needs to be supported more so. Major universities are using the same databases we subscribe to...they can just afford it.enddata

I tell my clients at the One Stop Center about the Virtual Library at Coastline College.enddata

It's very hard for my prisoners to go to our library with beginning SHOT!enddata

No, since I've never used it. But let me know when the next training will be!enddata

I believe that the Coastline Virtual Library link should be located on the front page of the web site for Coastline, so that students do not have to look for it. I believe that the library would be utilized more if it was located there with a picture of books or something similar to catch their attention like they did with the ask me button.enddata

Number of Students and Comments Library Faculty and Staff 2007

Question: Do you have any comments about or suggestions for improving Coastline's Virtual Library?

I teach Education 107. Cheryl Stewart gave an in-class presentation to my students, but I did not require any assignments for students to complete that required virtual library access. Perhaps I should.enddata

The online articles and publications search was the primary reason for my visits to Coastline's Virtual Library. There are many search options and sites offered, however the ability to access each search site was not easy. It would also be useful to classify the types of results the different search sites offer (e.g. newspaper articles, peer review academic journals, magazines, etc.) Depending on the budget available to the Virtual Library, a robust full-text online search site for academic journals would be very useful to students and staff (e.g. www.jstore.org).enddata

Not at this time.enddata

Make everyone more aware that this is available.enddata

Noneenddata

No comment as I've never accessed Coastline's Virtual Library. Sounds interesting though!enddata

easier way to sign in enddata

noenddata

No additional comments--it is a fine resource for students!enddata

No. I believe Virutal Library is useful not only for students but for instructors as well.enddata

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

Do you teach any classes at Coastline?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Yes	66	19	43	2	2	0
Row %		28.79 %	65.15 %	3.03 %	3.03 %	0.00 %
Col %	36.67 %	67.86 %	93.48 %	2.70 %	7.69 %	0.00 %
Total %		10.56 %	23.89 %	1.11 %	1.11 %	0.00 %
No	114	9	3	72	24	6
Row %		7.89 %	2.63 %	63.16 %	21.05 %	5.26 %
Col %	63.33 %	32.14 %	6.52 %	97.30 %	92.31 %	100.00 %
Total %		5.00 %	1.67 %	40.00 %	13.33 %	3.33 %
Totals	180	28	46	74	26	6
		15.56 %	25.56 %	41.11 %	14.44 %	3.33 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

*How many times have you used Coastline's
Virtual Library in the last 12 months?*

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
0	106	11	23	51	17	4
Row %		10.38 %	21.70 %	48.11 %	16.04 %	3.77 %
Col %	58.89 %	39.29 %	50.00 %	68.92 %	65.38 %	66.67 %
Total %		6.11 %	12.78 %	28.33 %	9.44 %	2.22 %
1-5 times	50	7	13	21	8	1
Row %		14.00 %	26.00 %	42.00 %	16.00 %	2.00 %
Col %	27.78 %	25.00 %	28.26 %	28.38 %	30.77 %	16.67 %
Total %		3.89 %	7.22 %	11.67 %	4.44 %	0.56 %
6-10 times	13	5	4	2	1	1
Row %		38.46 %	30.77 %	15.38 %	7.69 %	7.69 %
Col %	7.22 %	17.86 %	8.70 %	2.70 %	3.85 %	16.67 %
Total %		2.78 %	2.22 %	1.11 %	0.56 %	0.56 %
11-15 times	6	3	3	0	0	0
Row %		50.00 %	50.00 %	0.00 %	0.00 %	0.00 %
Col %	3.33 %	10.71 %	6.52 %	0.00 %	0.00 %	0.00 %
Total %		1.67 %	1.67 %	0.00 %	0.00 %	0.00 %
16-20 times	0	0	0	0	0	0
Row %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
More than 20 times	5	2	3	0	0	0
Row %		40.00 %	60.00 %	0.00 %	0.00 %	0.00 %
Col %	2.78 %	7.14 %	6.52 %	0.00 %	0.00 %	0.00 %
Total %		1.11 %	1.67 %	0.00 %	0.00 %	0.00 %
Totals	180	28	46	74	26	6
		15.56 %	25.56 %	41.11 %	14.44 %	3.33 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

If you have not used Coastline's Virtual Library in the past twelve months, what is the primary reason?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Had no need	78	6	19	38	13	2
Row %		7.69 %	24.36 %	48.72 %	16.67 %	2.56 %
Col %	74.29 %	54.55 %	82.61 %	76.00 %	76.47 %	50.00 %
Total %		5.71 %	18.10 %	36.19 %	12.38 %	1.90 %
Didn't know that Coastline had a Virtual Library	3	0	0	1	0	2
Row %		0.00 %	0.00 %	33.33 %	0.00 %	66.67 %
Col %	2.86 %	0.00 %	0.00 %	2.00 %	0.00 %	50.00 %
Total %		0.00 %	0.00 %	0.95 %	0.00 %	1.90 %
Don't know how to access the Virtual Library	9	1	2	3	3	0
Row %		11.11 %	22.22 %	33.33 %	33.33 %	0.00 %
Col %	8.57 %	9.09 %	8.70 %	6.00 %	17.65 %	0.00 %
Total %		0.95 %	1.90 %	2.86 %	2.86 %	0.00 %
Available resources in the Library don't meet my needs	2	1	0	1	0	0
Row %		50.00 %	0.00 %	50.00 %	0.00 %	0.00 %
Col %	1.90 %	9.09 %	0.00 %	2.00 %	0.00 %	0.00 %
Total %		0.95 %	0.00 %	0.95 %	0.00 %	0.00 %
Can't remember my log in or password	1	0	1	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	0.95 %	0.00 %	4.35 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.95 %	0.00 %	0.00 %	0.00 %
Log-in process is too difficult	3	1	0	2	0	0
Row %		33.33 %	0.00 %	66.67 %	0.00 %	0.00 %
Col %	2.86 %	9.09 %	0.00 %	4.00 %	0.00 %	0.00 %
Total %		0.95 %	0.00 %	1.90 %	0.00 %	0.00 %
Can't figure out how to find what I want	3	1	0	2	0	0
Row %		33.33 %	0.00 %	66.67 %	0.00 %	0.00 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

If you have not used Coastline's Virtual Library in the past twelve months, what is the primary reason?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Col %	2.86 %	9.09 %	0.00 %	4.00 %	0.00 %	0.00 %
Total %		0.95 %	0.00 %	1.90 %	0.00 %	0.00 %
Other	6	1	1	3	1	0
Row %		16.67 %	16.67 %	50.00 %	16.67 %	0.00 %
Col %	5.71 %	9.09 %	4.35 %	6.00 %	5.88 %	0.00 %
Total %		0.95 %	0.95 %	2.86 %	0.95 %	0.00 %
Totals	105	11	23	50	17	4
		10.48 %	21.90 %	47.62 %	16.19 %	3.81 %

One to Many with Count and Percent Library Faculty and Staff 2007

Which best describes your primary job classification?

In which academic departments/divisions do you teach? (Mark all that apply.)

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Career and Technical Education	11	4	6	1	0	0
Row %		36.36 %	54.55 %	9.09 %	0.00 %	0.00 %
Col %	14.86 %	17.39 %	12.77 %	50.00 %	0.00 %	0.00 %
Total %		5.41 %	8.11 %	1.35 %	0.00 %	0.00 %
Counseling or Leadership	4	2	1	1	0	0
Row %		50.00 %	25.00 %	25.00 %	0.00 %	0.00 %
Col %	5.41 %	8.70 %	2.13 %	50.00 %	0.00 %	0.00 %
Total %		2.70 %	1.35 %	1.35 %	0.00 %	0.00 %
Emeritus	6	1	5	0	0	0
Row %		16.67 %	83.33 %	0.00 %	0.00 %	0.00 %
Col %	8.11 %	4.35 %	10.64 %	0.00 %	0.00 %	0.00 %
Total %		1.35 %	6.76 %	0.00 %	0.00 %	0.00 %
English	4	2	2	0	0	0
Row %		50.00 %	50.00 %	0.00 %	0.00 %	0.00 %
Col %	5.41 %	8.70 %	4.26 %	0.00 %	0.00 %	0.00 %
Total %		2.70 %	2.70 %	0.00 %	0.00 %	0.00 %
ESL	2	1	1	0	0	0
Row %		50.00 %	50.00 %	0.00 %	0.00 %	0.00 %
Col %	2.70 %	4.35 %	2.13 %	0.00 %	0.00 %	0.00 %
Total %		1.35 %	1.35 %	0.00 %	0.00 %	0.00 %
Fine Arts	4	1	3	0	0	0
Row %		25.00 %	75.00 %	0.00 %	0.00 %	0.00 %
Col %	5.41 %	4.35 %	6.38 %	0.00 %	0.00 %	0.00 %
Total %		1.35 %	4.05 %	0.00 %	0.00 %	0.00 %
Foreign Languages	3	0	3	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	4.05 %	0.00 %	6.38 %	0.00 %	0.00 %	0.00 %

One to Many with Count and Percent Library Faculty and Staff 2007

Which best describes your primary job classification?

In which academic departments/divisions do you teach? (Mark all that apply.)

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Total %		0.00 %	4.05 %	0.00 %	0.00 %	0.00 %
Humanities (Comm., Humanities, Philosophy, Speech)	5	0	5	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	6.76 %	0.00 %	10.64 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	6.76 %	0.00 %	0.00 %	0.00 %
Mathematics	7	2	5	0	0	0
Row %		28.57 %	71.43 %	0.00 %	0.00 %	0.00 %
Col %	9.46 %	8.70 %	10.64 %	0.00 %	0.00 %	0.00 %
Total %		2.70 %	6.76 %	0.00 %	0.00 %	0.00 %
Performing Arts	1	0	1	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	1.35 %	0.00 %	2.13 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	1.35 %	0.00 %	0.00 %	0.00 %
Physical Education	1	0	1	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	1.35 %	0.00 %	2.13 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	1.35 %	0.00 %	0.00 %	0.00 %
Sciences	6	3	3	0	0	0
Row %		50.00 %	50.00 %	0.00 %	0.00 %	0.00 %
Col %	8.11 %	13.04 %	6.38 %	0.00 %	0.00 %	0.00 %
Total %		4.05 %	4.05 %	0.00 %	0.00 %	0.00 %
Social Sciences	11	2	9	0	0	0
Row %		18.18 %	81.82 %	0.00 %	0.00 %	0.00 %
Col %	14.86 %	8.70 %	19.15 %	0.00 %	0.00 %	0.00 %
Total %		2.70 %	12.16 %	0.00 %	0.00 %	0.00 %
Special Education	4	4	0	0	0	0
Row %		100.00 %	0.00 %	0.00 %	0.00 %	0.00 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

In which academic departments/divisions do you teach? (Mark all that apply.)

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Col %	5.41 %	17.39 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		5.41 %	0.00 %	0.00 %	0.00 %	0.00 %
Other	5	1	2	0	2	0
Row %		20.00 %	40.00 %	0.00 %	40.00 %	0.00 %
Col %	6.76 %	4.35 %	4.26 %	0.00 %	100.00 %	0.00 %
Total %		1.35 %	2.70 %	0.00 %	2.70 %	0.00 %
Totals	74	23	47	2	2	0
		31.08 %	63.51 %	2.70 %	2.70 %	0.00 %

Which best describes your primary job classification?

What types of classes do you teach?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Primarily or only credit classes	53	15	34	2	2	0
Row %		28.30 %	64.15 %	3.77 %	3.77 %	0.00 %
Col %	81.54 %	78.95 %	80.95 %	100.00 %	100.00 %	0.00 %
Total %		23.08 %	52.31 %	3.08 %	3.08 %	0.00 %
Primarily or only non-credit classes	5	2	3	0	0	0
Row %		40.00 %	60.00 %	0.00 %	0.00 %	0.00 %
Col %	7.69 %	10.53 %	7.14 %	0.00 %	0.00 %	0.00 %
Total %		3.08 %	4.62 %	0.00 %	0.00 %	0.00 %
Equal mix of credit and non-credit	7	2	5	0	0	0
Row %		28.57 %	71.43 %	0.00 %	0.00 %	0.00 %
Col %	10.77 %	10.53 %	11.90 %	0.00 %	0.00 %	0.00 %
Total %		3.08 %	7.69 %	0.00 %	0.00 %	0.00 %
Totals	65	19	42	2	2	0
		29.23 %	64.62 %	3.08 %	3.08 %	0.00 %

One to Many with Count and Percent Library Faculty and Staff 2007

Which best describes your primary job classification?

*Did you participate in or attend a Coastline Virtual
Library orientation or workshop?*

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
No	58	7	24	21	5	1
Row %		12.07 %	41.38 %	36.21 %	8.62 %	1.72 %
Col %	55.77 %	31.82 %	55.81 %	72.41 %	62.50 %	50.00 %
Total %		6.73 %	23.08 %	20.19 %	4.81 %	0.96 %
Yes: On-site workshop or orientation	36	12	14	7	2	1
Row %		33.33 %	38.89 %	19.44 %	5.56 %	2.78 %
Col %	34.62 %	54.55 %	32.56 %	24.14 %	25.00 %	50.00 %
Total %		11.54 %	13.46 %	6.73 %	1.92 %	0.96 %
Yes: Online workshop or orientation	5	0	4	1	0	0
Row %		0.00 %	80.00 %	20.00 %	0.00 %	0.00 %
Col %	4.81 %	0.00 %	9.30 %	3.45 %	0.00 %	0.00 %
Total %		0.00 %	3.85 %	0.96 %	0.00 %	0.00 %
Both on-site and online workshops or orientations	5	3	1	0	1	0
Row %		60.00 %	20.00 %	0.00 %	20.00 %	0.00 %
Col %	4.81 %	13.64 %	2.33 %	0.00 %	12.50 %	0.00 %
Total %		2.88 %	0.96 %	0.00 %	0.96 %	0.00 %
Totals	104	22	43	29	8	2
		21.15 %	41.35 %	27.88 %	7.69 %	1.92 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

In which delivery modes do you teach? (Mark all that apply)

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Classroom	44	18	24	2	0	0
Row %		40.91 %	54.55 %	4.55 %	0.00 %	0.00 %
Col %	41.51 %	54.55 %	35.29 %	66.67 %	0.00 %	0.00 %
Total %		16.98 %	22.64 %	1.89 %	0.00 %	0.00 %
Online	38	10	27	0	1	0
Row %		26.32 %	71.05 %	0.00 %	2.63 %	0.00 %
Col %	35.85 %	30.30 %	39.71 %	0.00 %	50.00 %	0.00 %
Total %		9.43 %	25.47 %	0.00 %	0.94 %	0.00 %
Telecourse	16	2	14	0	0	0
Row %		12.50 %	87.50 %	0.00 %	0.00 %	0.00 %
Col %	15.09 %	6.06 %	20.59 %	0.00 %	0.00 %	0.00 %
Total %		1.89 %	13.21 %	0.00 %	0.00 %	0.00 %
Hybrid (part classroom/part distance learning)	7	3	2	1	1	0
Row %		42.86 %	28.57 %	14.29 %	14.29 %	0.00 %
Col %	6.60 %	9.09 %	2.94 %	33.33 %	50.00 %	0.00 %
Total %		2.83 %	1.89 %	0.94 %	0.94 %	0.00 %
Other	1	0	1	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	0.94 %	0.00 %	1.47 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.94 %	0.00 %	0.00 %	0.00 %
Totals	106	33	68	3	2	0
		31.13 %	64.15 %	2.83 %	1.89 %	0.00 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

Do you teach classes in Coastline's Military Program?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Yes	20	5	14	0	1	0
Row %		25.00 %	70.00 %	0.00 %	5.00 %	0.00 %
Col %	30.30 %	26.32 %	32.56 %	0.00 %	50.00 %	0.00 %
Total %		7.58 %	21.21 %	0.00 %	1.52 %	0.00 %
No	46	14	29	2	1	0
Row %		30.43 %	63.04 %	4.35 %	2.17 %	0.00 %
Col %	69.70 %	73.68 %	67.44 %	100.00 %	50.00 %	0.00 %
Total %		21.21 %	43.94 %	3.03 %	1.52 %	0.00 %
Totals	66	19	43	2	2	0
		28.79 %	65.15 %	3.03 %	3.03 %	0.00 %

Which best describes your primary job classification?

Do you teach classes that serve incarcerated students?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Yes	24	5	19	0	0	0
Row %		20.83 %	79.17 %	0.00 %	0.00 %	0.00 %
Col %	36.36 %	26.32 %	44.19 %	0.00 %	0.00 %	0.00 %
Total %		7.58 %	28.79 %	0.00 %	0.00 %	0.00 %
No	42	14	24	2	2	0
Row %		33.33 %	57.14 %	4.76 %	4.76 %	0.00 %
Col %	63.64 %	73.68 %	55.81 %	100.00 %	100.00 %	0.00 %
Total %		21.21 %	36.36 %	3.03 %	3.03 %	0.00 %
Totals	66	19	43	2	2	0
		28.79 %	65.15 %	3.03 %	3.03 %	0.00 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

In how many classes have you included a required library assignment?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
0	44	11	30	2	1	0
Row %		25.00 %	68.18 %	4.55 %	2.27 %	0.00 %
Col %	66.67 %	57.89 %	69.77 %	100.00 %	50.00 %	0.00 %
Total %		16.67 %	45.45 %	3.03 %	1.52 %	0.00 %
1	10	4	5	0	1	0
Row %		40.00 %	50.00 %	0.00 %	10.00 %	0.00 %
Col %	15.15 %	21.05 %	11.63 %	0.00 %	50.00 %	0.00 %
Total %		6.06 %	7.58 %	0.00 %	1.52 %	0.00 %
2	6	2	4	0	0	0
Row %		33.33 %	66.67 %	0.00 %	0.00 %	0.00 %
Col %	9.09 %	10.53 %	9.30 %	0.00 %	0.00 %	0.00 %
Total %		3.03 %	6.06 %	0.00 %	0.00 %	0.00 %
3	5	2	3	0	0	0
Row %		40.00 %	60.00 %	0.00 %	0.00 %	0.00 %
Col %	7.58 %	10.53 %	6.98 %	0.00 %	0.00 %	0.00 %
Total %		3.03 %	4.55 %	0.00 %	0.00 %	0.00 %
4	0	0	0	0	0	0
Row %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
5	0	0	0	0	0	0
Row %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
More than 5	1	0	1	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	1.52 %	0.00 %	2.33 %	0.00 %	0.00 %	0.00 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

In how many classes have you included a required library assignment?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Total %		0.00 %	1.52 %	0.00 %	0.00 %	0.00 %
Totals	66	19	43	2	2	0
		28.79 %	65.15 %	3.03 %	3.03 %	0.00 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

In how many classes have you included an optional or extra credit library assignment?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
0	48	13	32	2	1	0
Row %		27.08 %	66.67 %	4.17 %	2.08 %	0.00 %
Col %	76.19 %	72.22 %	76.19 %	100.00 %	100.00 %	0.00 %
Total %		20.63 %	50.79 %	3.17 %	1.59 %	0.00 %
1	6	2	4	0	0	0
Row %		33.33 %	66.67 %	0.00 %	0.00 %	0.00 %
Col %	9.52 %	11.11 %	9.52 %	0.00 %	0.00 %	0.00 %
Total %		3.17 %	6.35 %	0.00 %	0.00 %	0.00 %
2	6	1	5	0	0	0
Row %		16.67 %	83.33 %	0.00 %	0.00 %	0.00 %
Col %	9.52 %	5.56 %	11.90 %	0.00 %	0.00 %	0.00 %
Total %		1.59 %	7.94 %	0.00 %	0.00 %	0.00 %
3	2	1	1	0	0	0
Row %		50.00 %	50.00 %	0.00 %	0.00 %	0.00 %
Col %	3.17 %	5.56 %	2.38 %	0.00 %	0.00 %	0.00 %
Total %		1.59 %	1.59 %	0.00 %	0.00 %	0.00 %
4	0	0	0	0	0	0
Row %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
5	1	1	0	0	0	0
Row %		100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	1.59 %	5.56 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		1.59 %	0.00 %	0.00 %	0.00 %	0.00 %
More than 5	0	0	0	0	0	0
Row %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

In how many classes have you included an optional or extra credit library assignment?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Total %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Totals	63	18	42	2	1	0
		28.57 %	66.67 %	3.17 %	1.59 %	0.00 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

What is the total number of library assignments you give (all classes and assignments combined)?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
0	27	8	16	2	1	0
Row %		29.63 %	59.26 %	7.41 %	3.70 %	0.00 %
Col %	51.92 %	50.00 %	50.00 %	100.00 %	50.00 %	0.00 %
Total %		15.38 %	30.77 %	3.85 %	1.92 %	0.00 %
1	8	1	6	0	1	0
Row %		12.50 %	75.00 %	0.00 %	12.50 %	0.00 %
Col %	15.38 %	6.25 %	18.75 %	0.00 %	50.00 %	0.00 %
Total %		1.92 %	11.54 %	0.00 %	1.92 %	0.00 %
2	6	2	4	0	0	0
Row %		33.33 %	66.67 %	0.00 %	0.00 %	0.00 %
Col %	11.54 %	12.50 %	12.50 %	0.00 %	0.00 %	0.00 %
Total %		3.85 %	7.69 %	0.00 %	0.00 %	0.00 %
3	4	2	2	0	0	0
Row %		50.00 %	50.00 %	0.00 %	0.00 %	0.00 %
Col %	7.69 %	12.50 %	6.25 %	0.00 %	0.00 %	0.00 %
Total %		3.85 %	3.85 %	0.00 %	0.00 %	0.00 %
4	4	1	3	0	0	0
Row %		25.00 %	75.00 %	0.00 %	0.00 %	0.00 %
Col %	7.69 %	6.25 %	9.38 %	0.00 %	0.00 %	0.00 %
Total %		1.92 %	5.77 %	0.00 %	0.00 %	0.00 %
5	1	1	0	0	0	0
Row %		100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	1.92 %	6.25 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		1.92 %	0.00 %	0.00 %	0.00 %	0.00 %
6	0	0	0	0	0	0
Row %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %

One to Many with Count and Percent

Library Faculty and Staff 2007

Which best describes your primary job classification?

What is the total number of library assignments you give (all classes and assignments combined)?

	Total	Full-time faculty	Part-time faculty	Classified	Administrator/ Manager	Other
Col %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
7	0	0	0	0	0	0
Row %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
8	1	0	1	0	0	0
Row %		0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Col %	1.92 %	0.00 %	3.13 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	1.92 %	0.00 %	0.00 %	0.00 %
9	1	1	0	0	0	0
Row %		100.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	1.92 %	6.25 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		1.92 %	0.00 %	0.00 %	0.00 %	0.00 %
10 or more	0	0	0	0	0	0
Row %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Totals	52	16	32	2	2	0
		30.77 %	61.54 %	3.85 %	3.85 %	0.00 %

Blank Survey

Library Faculty and Staff 2007

1. Which best describes your primary job classification?

(Choose one)

- 1. Full-time faculty
- 2. Part-time faculty
- 3. Classified
- 4. Administrator/Manager
- 5. Other

2. Do you teach any classes at Coastline?

(Choose one)

- 1. Yes
- 2. No

3. How many times have you used Coastline's Virtual Library in the last 12 months?

(Choose one)

- 1. 0
- 2. 1-5 times
- 3. 6-10 times
- 4. 11-15 times
- 5. 16-20 times
- 6. More than 20 times

4. If you have not used Coastline's Virtual Library in the past twelve months, what is the primary reason?

(Choose one)

- 1. Had no need
- 2. Didn't know that Coastline had a Virtual Library
- 3. Don't know how to access the Virtual Library
- 4. Available resources in the Library don't meet my needs
- 5. Can't remember my log in or password
- 6. Log-in process is too difficult
- 7. Can't figure out how to find what I want
- 8. Other

5. In which academic departments/divisions do you teach? (Mark all that apply.)

(Choose all that apply)

- 1. *Career and Technical Education*
- 2. *Counseling or Leadership*
- 3. *Emeritus*
- 4. *English*
- 5. *ESL*
- 6. *Fine Arts*
- 7. *Foreign Languages*
- 8. *Humanities (Comm., Humanities, Philosophy, Speech)*
- 9. *Mathematics*
- 10. *Performing Arts*
- 11. *Physical Education*
- 12. *Sciences*
- 13. *Social Sciences*
- 14. *Special Education*
- 15. *Other*

6. What types of classes do you teach?

(Choose one)

- 1. *Primarily or only credit classes*
- 2. *Primarily or only non-credit classes*
- 3. *Equal mix of credit and non-credit*

7. Did you participate in or attend a Coastline Virtual Library orientation or workshop?

(Choose one)

- 1. *No*
- 2. *Yes: On-site workshop or orientation*
- 3. *Yes: Online workshop or orientation*
- 4. *Yes: Both on-site and online workshops or orientations*

8. In which delivery modes do you teach? (Mark all that apply)

(Choose all that apply)

- 1. *Classroom*
- 2. *Online*
- 3. *Telecourse*
- 4. *Hybrid (part classroom/part distance learning)*
- 5. *Other*

9. Do you teach classes in Coastline's Military Program?

(Choose one)

- 1. *Yes*
- 2. *No*

10. Do you teach classes that serve incarcerated students?

(Choose one)

- 1. *Yes*
- 2. *No*

11. In how many classes have you included a required library assignment?

(Choose one)

- 1. 0
- 2. 1
- 3. 2
- 4. 3
- 5. 4
- 6. 5
- 7. *More than 5*

12. In how many classes have you included an optional or extra credit library assignment?

(Choose one)

- 1. 0
- 2. 1
- 3. 2
- 4. 3
- 5. 4
- 6. 5
- 7. *More than 5*

13. What is the total number of library assignments you give (all classes and assignments combined)?

(Choose one)

- 1. 0
- 2. 1
- 3. 2
- 4. 3
- 5. 4
- 6. 5
- 7. 6
- 8. 7
- 9. 8
- 10. 9
- 11. *10 or more*

14. What is your estimate of the total number of students in classes in which you have given library assignments? (In one typical semester)

15. Do you have any comments about or suggestions for improving Coastline's Virtual Library?
