



Coastline Virtual Library Program Review 2011-12

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Coastline Virtual Library

Table of Contents.....	Error! Bookmark not defined.
Executive Summary.....	iii
Process.....	4
Description.....	5
Overview.....	5
Certificate Requirements.....	7
Curriculum Review.....	8
Need.....	8
Resources.....	9
Partnerships.....	11
Professional Development.....	11
Quantitative Elements.....	11
Course Data.....	11
Student Elements.....	12
Cost Data.....	12
Program Outcomes.....	13
Student Learning Outcomes.....	13
Other Student Outcomes.....	14
Comments from the Student Survey:.....	14
Student Satisfaction.....	14
Conclusions.....	15
Recommendations.....	15
Progress on 2006-2007 Program Review Self-Study Recommendations.....	15
Progress on 2006-2007 Steering Committee Recommendations.....	16
2010-2011 Program Review Self-Study Recommendations.....	17
Goals.....	18
Progress on Prior Goals.....	18
2006-2007 Program Review Goals.....	18

New Five-Year Goals—2012 to 2017 20
Goals 20
Objectives..... 20

Coastline Virtual Library

Executive Summary

The Coastline Virtual Library's mission is to directly contribute to academic achievement, student success, and lifelong learning; to provide a variety of learning centered resources and innovative services that meet the needs of its diverse community; to support the achievement of student learning outcomes at the course, program, and institutional levels; and to enhance teaching excellence.

Since its inception in 1998, the Coastline Virtual Library has slowly but consistently grown in the number of students using the library databases and reference services. It has operated on a shoestring budget from the beginning. Nevertheless, the library, most often with only a staff of one librarian, has provided library services and resources to thousands of Coastline students in the local service area and far beyond. There is still a great deal of work to do. Besides continuing to improve the look-and-feel of the library web pages, the user-friendliness of the website navigation, and the instructional content (tutorials, guides, and such), developing solutions for specific student groups, such as incarcerated, ESL, accelerated program, military, CTE, and so on will provide ongoing challenges given budget and staffing shortages.

The Library's goals for 2012-2017 are:

Goal #	Goal	Completion Date
1	Increase student use of library databases by 20%.	Spring 2016
2	Increase the number of student contacts through class visits and workshops by 15% and through reference interactions by 20%.	Spring 2016
3	Library Science C110 will improve its retention rate by 50% and its success rate by 25%	Spring 2016

Specific objectives associated with these goals are listed on page 18 of this report. We believe that these objectives can be implemented and achieved at this time without an infusion of additional funding beyond that already committed by Coastline. However, in order to meet annual benchmarks, support from faculty, staff, management, and possibly students will probably be necessary from time to time. One of the objectives for the coming year will be to institute a Library Advisory Committee or Group consisting of representatives from all constituency groups.

Coastline Virtual Library

Process

Since the Coastline Virtual Library is nearly a one-person operation, compilation, synthesis, and analysis of data was the work of mostly one person: the school librarian. Assisting in these endeavors were the institutional researcher, Jorge Sanchez, and the division dean, Vincent Rodriguez. Some survey data which were gathered in the accreditation self-study process by Gayle Berggren were useful in developing this program review report.

An information competency and library research class has been offered by the librarian for about ten years. During the last year, the curriculum and student learning outcomes were updated and the course was assigned from English to a new discipline: Library Science. This change was made to more accurately reflect the nature and character of the curriculum and to enable students to more easily locate the course.

The student learning outcomes (SLOs) for the library were developed by the librarian based on guidance from the American Library Association, the Association of College and Research Libraries, and the Council of Chief Librarians. SLOs in a library setting are more difficult to measure than in a traditional classroom. Assessments are often based on evidence such as student satisfaction surveys or measurements such as usage statistics. Neither of these methods proves that learning has occurred. The Coastline library has additional challenges to assessing SLOs in that it is entirely virtual and the only interactive teaching-learning moments the librarian has with students occur on the telephone, during class visits, and in face-to-face appointments from time to time. We have not been tracking the number of students who access and/or complete the online tutorials that are available through links on the library web page. Pre- and post- testing has not been regularly attempted. When testing was done in the past, the results were not meaningful.

We currently assess the SLOs by

- Tracking the number of personal interactive assists (reference questions/ teaching opportunities) the librarian has with individual students; and
- Tracking the number of students who participate in class visit in-service, orientation, or workshop presentations.

Description

Overview

Established in 1999, Coastline's Virtual Library anticipated the trend to online storage and delivery of library materials and services. 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.

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://coastline.edu/library>.

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 College 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 an information competency class online which explores strategies for developing research projects using traditional and electronic libraries. The course has been offered through the English Department, however in 2011 during curriculum review, it was decided that the time was right for creating a Library Science Department and placing the course in its rightful place. The process began to change English 108 to Library Science 110. This change is occurring for two reasons: it will be easier for students to find the course as its designation will more clearly reflect its content; and it will align with similar courses at our sister colleges, Golden West and Orange Coast.

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; Planning, Institutional Effectiveness, and Accreditation (PIEAC); Professional Development Institute (PDI); Program Review; and Technology.

The librarian monitors attendance at class visits (orientations) and individual student contacts to document the number of students prepared to use the library and other information resources. Access data is collected monthly from the database vendors and analyzed on a regular basis. The chart below shows the number of annual user accesses to the content databases and ebook collection since the last program review.

Total Annual Database and eBook Access

Academic Year	Database Totals	eBook Totals
2006-2007	46,279	970
2007-2008	56,817	420
2008-2009	79,406	1,425
2009-2010	61,904	1,940
2010-2011	61,450	1,107

The apparent drop in usage is a result of two occurrences: a lower number of students being served as a result of forced workload reductions, and fewer database products as result of budget reduction measures. Even with these impediments, the number of student accesses continues to steadily increase. During the 2010-1011 academic year, our ebook vendor, NetLibrary, was purchased by EBSCOhost. The shifting of our ebook collection to the EBSCO platform disrupted access which accounts for the dip in ebook totals in the chart above.

Class assignments and faculty direction drive the use of the Virtual Library. Those assignments and directions are, in turn, contingent on faculty familiarity with library resources, and instructors' willingness to include a research or library assignment in their course curriculum. Even though the Coastline Virtual Library has been in existence for over ten years, many instructors do not require or give extra credit for students' use of the library.

How many of your courses have assignments that require the use of the Virtual Library during the current semester?

	Full-Time Faculty	Part-Time Faculty
None of my courses	70%	73%
Less than half of my courses	15%	10%
Half of my courses	4%	4%
More than half of my courses	4%	3%
All of my courses	7%	11%

Faculty Accreditation Survey 2011 (Attachment C)

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.

The Library’s recognition efforts have been successful in that 93% of full-time faculty and 91% of part-time faculty have heard of the Coastline Virtual Library. Efforts to expand the information competency initiative have been less successful in that only 30% of full-time and 27% of part –time instructors have assignments in some or all of their classes that require use of the library.

What is your level of awareness and satisfaction with [the Virtual Library] services/activities at Coastline?

	Full-Time Faculty	Part-Time Faculty
Heard Of/Satisfied	71%	80%
Heard Of/Not Satisfied	22%	11%
Never Heard Of	7%	9%
Response Count	27	103

Faculty Accreditation Survey 2011

What is your level of awareness and satisfaction with [the Virtual Library] services/activities at Coastline?

	Student
Used/Satisfied	32%
Used/Not Satisfied	12%
Heard Of/Don’t Need	27%
Never Heard Of/Don’t Need	29
Response Count	250

Student Accreditation Survey 2011

Certificate Requirements

Library and Learning Resources does not offer a certificate at this time. Information literacy is, however, one of Coastline’s eight core institutional learning outcomes. Also, English 108 (soon to be Library Science 110) 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. More and more universities are requiring evidence of information competency for graduation and many students who take Coastline’s online course are university students needing this final requirement.

Curriculum Review

Currently, English 108 (Library Science 110 Information Competency & Library Research) is the only course for which the librarian has responsibility. The course outline was revised in October 2010 and includes robust student learning outcomes and appropriate methods of assessment which are being measured each semester through the Seaport SLOs program. Because we proposed a discipline change for the course, the course had to go through the Curriculum Committee again in March 2012. The approved Course Outlines of Record for English 108 and Library Science 110 are included in this report as Attachment B.

Need

The California Education Code directs the governing board of each community college to provide library services for its students and faculty.

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.

Standard IIC is thoroughly defended in the 2011-2012 Self-Study currently being written.

Students take English 108 (Library Science 110) to meet a variety of needs: learning skills development; graduation requirement; preparation for graduate course work; or personal enrichment.

Since the last program review, more classes have added research components to their curriculum and consequently more students rely on the Coastline Library for their research and homework needs.

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. Maintenance and security of hardware and software assets are provided by the Computer Services Department; security of physical assets is provided by Maintenance and Operations. The Library maintains a small reserve textbook collection in the Information Commons at the Garden Grove Center which is overseen by the Information Commons supervisor.

Virtual Library holdings include general and specialized databases; full-text access to thousands 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://coastline.edu/library>.

Coastline Virtual Library Resources

Access Science	Science reference center with Continuously updated, fully-searchable, media-rich content, terms, images and videos.
Access World News: Research Collection	Comprehensive news collection provides access to print and online-only newspapers, blogs, newswires, journals, broadcast transcripts and videos from around the world.
Congressional Quarterly	In-depth, unbiased coverage of health, social trends, criminal justice, international affairs, education, the environment, technology, and the economy; comprehensive single-themed reports published online 44 times a year.
CountryWatch	Provides access to the CountryReviews™, CountryWatch Data, the CountryWatch Map Gallery, the Image Gallery, the Global Guide, the weekly Political Intelligence Briefing and the associated Intelligence Wire.
Credo Reference	Online reference collection of hundreds of reference books, images, maps, videos, tables, and more.
EBSCOhost Web	Thousands of full-text journals, magazines, government publications, dissertations, and other sources.
EBSCOhost eBook Collection	Coastline’s collection contains access to over 50,000 ebook titles selected specifically to support community college curriculum.
Encyclopedia Britannica; Academic Edition	All the content of the print version plus media collection, videos, news links, and workspace options.

NewsBank	Current Events, Special Reports, NewsBank Maps, and Teacher/Librarian Resources.
ProQuest	Thousands of full-text journals, magazines, government publications, dissertations, and other sources, including the New York Times, Los Angeles Times, Wall Street Journal, Christian Science Journal, and Washington Post.
SIRS Knowledge Source	Search portal to selected articles and special features such as Pro vs. Con, SIRS Issues Researcher, SIRS Government Reporter, SIRS Renaissance, Leading Issues, Natural Disasters, Focus on Terrorism, and Today's News.
OED Online	Online Oxford English Dictionary: the definitive record of the English Language.
Oxford Reference Online; Premium	Contains 224 reference titles, 1.4 million entries from the <i>Oxford Companion</i> series, 16,000+ illustrations, 47 timelines, 775+ maps, 36,000+ bibliographies, 167,000+ biographical entries, 3,000 editorially selected external weblinks, and new and revised titles added regularly.

In addition to the resource databases, the Library also provides funds and maintenance for services that improve library function, encourage use of the Virtual Library, and/or aid faculty in developing student information competency. These services are primarily Turnitin.com and GradeMark. Turnitin is an originality evaluation product and GradeMark is an online grading program. Both provide opportunities for learning while improving efficiency and document management.

The Library sponsors and maintains a textbook reserve collection at the Garden Grove Center. The textbooks are donated by faculty members who have desk copies or extra editions. The books can be used only at the Center as we do not have the resources or the personnel to manage check-out. The sign-out log has not been tallied so we do not have exact numbers of users, but use is steady and for certain textbooks consistently high. The Information Commons supervisor manages the collection and assists students with access.

Serving incarcerated students has been a challenge because they do not have access to the Internet nor do they have access to regular academic library resources. Prior to the California economic crisis, a workable solution was developing. Changes in the Department of Corrections and Rehabilitation (DCR) resulted in our solution being put on hold indefinitely. In the meantime, the librarian does respond to requests by mail from students and by phone from education officers in the prisons. Occasionally, family members of inmates will request assistance also. As we are able, we will work diligently with DCR to provide research and information opportunities to our incarcerated students.

Partnerships

Virtual Library associations include membership in Council of Chief Librarians (CCL) and Cal-West Libraries.

The primary purposes of CCL are “to represent, promote and advance libraries in public California community college education and to provide a vehicle for communication among chief librarians, other community college personnel, and state agencies” (CCL Constitution Article II Section 1). CCL also authorizes the Community College Library Consortium which negotiates steep discounts for the subscription databases which comprise Coastline’s library collection.

Cal-West Libraries (originally North Orange County College Consortium) provides students from Coastline, Golden West, Orange Coast, Fullerton and Cypress with reciprocal library privileges.

The Coastline Virtual Library Task Force was formed prior to the last program review to assist in public relations, marketing, and fundraising for the library. This group has been inactive in for three years.

The Associated Student Government (formerly Student Advisory Council) has been undergoing a significant evolution for the last three years. During this time, the student association has provided no support for library activities.

Partnerships with three prison liaisons (librarians or education officers) were developing prior to the economic crisis. When the Department of Corrections and Rehabilitation laid off and/or reassigned employees, these partnerships came to an abrupt halt. As the state’s financial situation improves, the librarian anticipates redeveloping relationships with prison personnel in order to find solutions to provide library resources and services to our incarcerated students.

Professional Development

The librarian participates in conferences, webinars, and workshops pertaining to a variety of pertinent issues: technology, resources, services, legal issues (copyright, plagiarism, privacy, etc.), education and instruction, student success, basic skills, presentation skills, and content knowledge.

Quantitative Elements

Course Data

The 1-unit information competency course has very slowly gained enrollments over the last 6 years. The success rate of students is even more dismal. Students who actually complete assignments and finish the course generally earn A or B grades and achieve 90-100% of the student learning outcomes for the course. The problem is so many students enroll in the class and never complete any assignments, but refuse to drop the course. Since 2010 these students are dropped from the course with a W grade before the deadline for withdrawals by the teacher. During the semester, and prior to dropping them,

the instructor makes numerous efforts to motivate and engage the students, so far without much success.

The class was cancelled once due to low enrollments and was not scheduled for several consecutive semesters in anticipation of low enrollments. In the 2011-2012 academic year, both semesters have satisfactory enrollments but, again, poor completions.

Enrollment, Success, and Completion Data for English 108

Semester	Spring 2008	Fall 2008	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Totals
Registered					32	22	
Withdrew/Drop					22	10	
Completed	11	17	11	17	10	11	
A	5	2	6	10	7		
B	0	1	3	2	1		
C	0	1	2	0	0		
D	0	1	0	0	0		
F	6	12	0	5	2		

Student Elements

The student elements for the library are the same as for the college in general. We do not keep statistics that distinguish gender, sex, race, ethnicity, age, incarceration or military status, language proficiency, or any other identifying criteria.

A close analysis of the students who are successful in completing English 108 is in order as is a complete review of the curriculum. An earlier recommendation to develop a library course for ESL and Basic Skills should be explored. Data analysis may suggest that ESL and BS students are enrolling in the course to strengthen foundational skills, but that curriculum is at too advanced a level. This will be a recommendation and a goal for this program review.

Cost Data

The library is funded primarily from the General Fund with supplemental funding from the lottery. The Budget Report (Attachment A) for fiscal year 2010-2011 shows that expenses from the General Fund for labor totaled \$155,197.00 and non-labor totaled \$27,159.00. The Lottery funded \$38,103.00 for subscription databases.

In the past a significant part of library funding came from Technology and Telecommunications Infrastructure Program (TTIP) grants. A few years ago the state funding of the program was severely reduced and only a relatively small amount is made available to community college libraries for electronic resources. Coastline received \$8,689.00 last year and may not receive any TTIP funding in future years.

In fiscal year 2010-2011, the costs to operate the library were as follows:

• Full-time librarian	\$154,299.34
• Subscription databases	59,681.56
• Dues & Memberships	<u>150.00</u>
Total	\$214,130.90

The full-time equivalent student enrollment (FTES) for that year was 6,100.64 credit students and 297.94 non-credit students (total ~6399 FTES). The cost to operate the library is approximately \$33.46 per student per year. In the state of California, the average cost per student in all other community college libraries is over \$100.00, and in many of those colleges well over \$200.00 per student.

Program Outcomes

Student Learning Outcomes

In order to establish SLOs for the Virtual Library, the librarian researched the student learning outcomes expected in other college libraries. Guided by the work of other college librarians, the following student learning outcomes were crafted for users of the Coastline Virtual Library:

As a result of interactions with Library Reference Services, orientations, workshops, or credit classes, a student will be able to:

- Apply research skills and research strategies to locate appropriate information to achieve educational, professional or personal objectives.
- Evaluate information using critical thinking and problem-solving skills to evaluate resources in order to determine reliability, validity, authority and bias as relevant to the information needed.
- Cite information sources following a standard style format.

Measurement, assessment and evaluation of these SLOs are a challenge. As stated earlier, pre- and post-testing have not yielded useful results for Coastline in the past. Furthermore, many of the librarians interactions with students are asynchronous or by telephone, and many are in group settings such as classrooms, computer labs, or workshops. Counting the number of participants in the various encounters indicates the number of students exposed to the librarian's instruction. There may be a way in the future to work with faculty members who have assignments that provide a means for measuring the Library's SLOs. Linking the assignment with a library activity or interaction may give us a way to measure the Library's contribution to achievement of the SLOs.

Expected student learning outcomes for English 108 (Library Science 110) were identified and approved by the Curriculum Committee in May 2006 and updated in October 2011. In spring 2010 and fall 2011, the SLOs for the credit course were assessed and with student achievement at greater than 90 %. The SLOs for the credit course are easily measured through skills demonstrations, project development, and knowledge testing.

Other Student Outcomes

In the ten years that the Library Resources and Research class has been offered, it has had low enrollments, high rates of attrition and low completion rates. Students who complete the course usually earn A or B grades.

Feedback from students who have completed the course indicates that the curriculum prepared them well for upper division or graduate level research. A number of students take this course concurrently with a speech or English course, and their comments indicate how much the course helps them in completing the assignments for their other classes. Some former students have indicated librarianship as a career path after completing the course. No students who actually completed the course work have suggested that the course was a waste of time, did not contribute to their learning skills, or will not help them in the future.

Comments from the Student Survey:

“The virtual library is cool, but sometimes it is hard to use.”

“We need to have a physical library not a virtual library, where students can browse the books and study. The library system is very confusing for me. I barely know how to utilize it.”

“all of the classes I have taken have presented the coastline library as the only acceptable resource for articles. I have not had any problems thus far finding the information I need.”

“Relating to question number 3, only one out of four classes this semester has given a term assignment requiring the use of the virtual library.”

Student Satisfaction

Student surveys (Attachment C) undertaken for the accreditation self-study indicate that students who have attempted to use the library are generally satisfied with the ease of use, the adequacy of the resources, and the librarian’s assistance. The surveys reveal that about 50% of respondents have no experience with the library or the librarian. This is not surprising in that 64% of respondents report that none of their courses have assignments that require use of the Virtual Library.

1. Please indicate how strongly you agree or disagree with these statements about Coastline’s computer labs, classroom software, and the Virtual Library.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Response Count
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The Virtual Library has adequate and up-to-date resources to meet my needs.	21.4% (65)	24.0% (73)	13.8% (42)	1.3% (4)	0.3% (1)	39.1% (119)	304
The Virtual Librarian responds to my questions within at least within 24 hours.	18.5% (58)	17.5% (53)	12.9% (39)	0.7% (2)	0.0% (0)	50.5% (153)	303
The Virtual Librarian's assistance meets my needs.	18.7% (58)	19.0% (57)	12.0% (38)	0.7% (2)	0.0% (0)	49.7% (149)	300

4. How easy it is to obtain the resources you need from Coastline's Virtual library?

		Response Percent	Response Count
Very Easy		20.2%	59
Slightly Easy		15.8%	46
Neither Easy Nor Hard		10.6%	31
Slightly Hard		2.7%	8
Very Hard		1.4%	4
Never Used It		49.3%	144
answered question			292

Student Accreditation Survey 2011

Conclusions

Recommendations

Progress on 2006-2007 Program Review Self-Study 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.
Since 2010, login procedures have been streamlined and students now login with their MyCCC credentials and gain full access to the library databases and ebook collection. The integration is not complete, but access has been substantially improved.
2. In keeping with the recommendation from the accrediting visiting team, a permanent budget line item should be established for library resources and support.

Immediately after the last the Accreditation Team Report, Coastline took steps to begin the institutionalization of the library budget. Since 2008, the permanent general fund line item for library database expenses has grown each year by \$5,000. The budgeted amount in 2012-2013 will be around \$64,000.00.

3. The college needs to identify and implement strategies to assure the institutionalization of information competency skills across the curriculum.

This recommendation has taken a backseat to other more pressing college-wide initiatives, such as student success, access, and program development. Information competency is one of the eight core institutional learning outcomes and is part of all discussions pertaining to the mission, vision, and goals of the college. Institutionalization will take a while.

Progress on 2006-2007 Steering Committee Recommendations

- 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.

The Librarian and the Dean work together to ensure that all library funding is used wisely. The Dean has been a staunch advocate for the library and has defended the annual increase to the permanent budget line item for database subscription costs with successful vigor. Development of an operational timeline is a top priority in the Goals for 2012-2017.

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.

During the Librarian's tenure as Senate President, a technologically sophisticated ¾ time librarian was hired to backfill most of the librarian's duties and advance the library's technological sophistication. We were unable to retain this part-time librarian's services when the full-time librarian completed her term as Senate President. Further exacerbating efforts to achieve success on this recommendation, Coastline lost its web master which reduced access to individuals with the expertise to institute the innovations required to create a state-of-the-art model virtual library. Development of a long-range plan to transform the Virtual Library into a 21st century model is a goal for 2012-2017.

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.

Paired courses (with the possibility of waived tuition) were discussed and dismissed at this time.

- B. Develop survey instruments to clarify “research” and “library” assignment data.
- C. Explore options for providing a “Library Lab” to increase library usage.
- D. Explore ways to ensure that students and faculty alike are aware of available subscriptions and database resources. ***This is an ongoing endeavor.***
- E. 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. ***This is a goal for 2012-2017.***
- F. Develop a course below “100” to help ESL students prepare for English 108 competency and work with the ESL Department to advertise the course. ***This is a goal for 2012-2017.***
- G. 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. ***The Librarian presents a very brief introduction at almost every new faculty orientation. Over the years about 20 new faculty members have asked for instruction in use of library resources. In addition, the Librarian has provided instructional break-out sessions at the Summer Institute. Doing an annual New Faculty Library Introduction is a great idea and is a goal for 2012-2017.***
- H. Combine online English 108 with classroom 108 and stack the sections to improve likelihood of both meeting the minimum enrollment criteria. ***There is no interest in this pursuing this alternative.***

2010-2011 Program Review Self-Study Recommendations

- A. In order for the Virtual Library to develop, it needs the support of programmers and Web designers. While it is true that the Librarian can now update some material on the library web pages, all of the “look and feel,” navigation, network capabilities, interoperability (between vendors and users), and so on, depends on people with expertise beyond that of the Librarian. It would be helpful to have a budget to hire outside experts or, alternatively, to have a part-time technology librarian to assist with these infrastructure issues. Since money is probably not available to support these requests, it is essential that college technology staff understand the

importance of the library and support its requests for assistance. It may be necessary to develop a long-term plan to implement some of the necessary changes and innovations.

- B. At some point before the next program review, the college will have to consider hiring another librarian. The Librarian will develop a case for such a hire and begin advocating for the position in the Academic Senate during the faculty hiring prioritization process every fall for the coming years. However, the Librarian position is an institutional position and Administration should be preparing for 1) the need to increase the number of librarians providing support and service to students and faculty (data to support this contention will be compiled during the coming years), and 2) the need to replace a retiring librarian sometime in the foreseeable (5-7 years) future.
- C. In light of the current budget crisis, the Virtual Library is adequately funded at this time. We are able to sustain and even grow the level of service at this time, and we have sufficient resources (journals, books, databases, etc.) to support the curriculum and the current level of need. Both the service level and the need level should grow dramatically over the coming years if our marketing efforts and our partnering-with-faculty efforts are successful. The cost of data subscriptions goes up every year, as do the expenses associated with personnel. The adequacy of the budget is short-term and requests for additional funding should be anticipated in the future.

Goals

Progress on Prior Goals

2006-2007 Program Review 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.
Over the six years since the last program review, many strategies have been implemented to improve retention and success in English 108 with limited success. Enrollments have increased with a consequent increase in the number of successful completions as well as withdrawals and/or failures. Several teachers work regularly with the librarian in the development of library or research assignments, but the number who do so is still quite small.
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.
Work with prison librarians or education officers was moving along with modest success when the state economic crisis brought the process to a halt. The process and the current status is explained in Attachment E.

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.
Information competency got put on a back burner as the emphasis has been placed on student success and completion. The Academic Senate's commitment to academic quality will continue to put pressure on faculty to review and refine their curriculum and the librarian will continue to work with all faculty members to integrate library and research assignments in their course work.

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.
Until fairly recently, this goal was unattainable. The student login method (access) was changing frequently and the vendor interfaces/platforms were undergoing transformations in order to stay competitive. In addition, rapid changes in staffing, especially the loss of the web master, seriously affected the Library's ability to keep the Web presence up-to-date and functional. Since the beginning of 2012, students have had a much easier login process, but we have not been successful in getting the word out to all the students and faculty. We need to make some navigational changes to the Web pages in order to further simplify and clarify the process and make it more intuitive for our students and faculty. The librarian does have codes and access that enable maintenance of tutorials and other resources through the college dashboard.

5. Work with designated programming staff to improve user-friendliness of the Virtual Library.
We made some progress in improving the user-friendliness of the Virtual Library, but there is still a lot of work needed here. The programming staff is marvelous, but they are spread thinly across the college. Without a webmaster, the college online presence is definitely hampered.

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.
This will be an ongoing initiative.

New Five-Year Goals—2012 to 2017

Goals

Goal #	Goal	Completion Date
1	Increase student use of library databases by 20%.	Spring 2016
2	Increase the number of student contacts through class visits and workshops by 15% and through reference interactions by 20%.	Spring 2016
3	Library Science C110 will improve its retention rate by 50% and its success rate by 25%	Spring 2016

Objectives

Objectives	Target Dates for Completion	Approximate Cost (new money)
1	Institute a Library Advisory Committee to provide support, input, and assistance with library issues and development.	
2	Expand database collection to include authoritative recognized free Web sites.	
3	Develop an operational timeline.	
4	Develop a long-range plan to transform the Virtual Library into a 21 st century model virtual library.	
5	Develop a marketing plan.	
6	Create a new library course for “boomers,” older adults, or individuals who are interested in working in libraries and/or volunteering, as well as for One-Stop customers.	
7	Develop a course below “100” to help ESL students prepare for English 108 competency and work with the ESL Department to advertise the course.	
8	Offer an annual New Faculty Library Workshop. Invite new faculty members with a personal invitation. Cover databases, online searching, Turnitin.com, GradeMark, and other library services.	
9	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.	
10	At the beginning of each semester, visit every onsite General Education course to introduce the library personally. Provide calling cards.	
11	Champion Information Competency issues at Senate and Curriculum Committee, and provide literature to inform dialog.	
12	Regularly and assiduously collect reference, database usage, and other appropriate data. Store retrievable files easy-to-find useable format.	

