Self-Study for Program Review
University Library
California State University, Long Beach
2013

Section I. Mission, Goals, and Environment

A. Briefly describe the academic support unit’s mission and goals and note any changes since the last program review. Identify areas of distinction or special competence.

Mission:
The University Library at California State University, Long Beach was established to provide direct support for the educational mission of the university through selecting, organizing, preserving, and disseminating recorded knowledge in all its formats and manifestations. The organization also provides the human, print, and digital resources necessary for the campus community to locate, retrieve, and evaluate information effectively. The Library maintains collections that promote free inquiry and intellectual development, provides instruction in the information gathering and evaluation process, and thus has a lasting and beneficial impact on the lives of CSULB students.

Goals:
The University Library will:
• Foster an organizational structure and climate that values and rewards creativity, efficiency, excellent customer service, a tolerance for ambiguity, the ability to anticipate and respond to change, and provides a variety of opportunities of continuing education and professional development.
• Pursue its essential mission of academic service and support of teaching, learning, and research through collaboration with the University, the profession, and its stakeholder communities.
• Continue to be a leader in implementing, sustaining and promoting a robust array of information resources.
• Develop effective programs and methodologies to insure that graduates are equipped with the information competence skills that are vital for a highly competitive and technology driven society.
• Deliver a coherent and highly functional digital infrastructure to deliver to patrons and employees alike the content, tools, and services they require.

Since the last library program review in 2005, considerable change has occurred and continues to occur in the library profession and in the world of research. It is safe to say that paradigm shifts happen regularly in these arenas.

The Library continues to realize its mission of excellence and meet its goals of educating and supporting CSULB students, faculty and staff in their information and research needs. It does so despite continuing annual reductions for staffing, technology and materials.

Since the last review, the library has completed a major physical renovation, hired new staff and faculty, continued to acquire state-of-the-art information technologies, had exponential growth in its services to faculty and students, completed an unprecedented use analysis of our collections, and we began
participating as one of the “LA 6” team leaders in the Chancellor’s Office-driven Libraries of the Future Task Force (LOFT). We have accomplished all of these endeavors while maintaining excellent customer service despite severe budget restrictions.

B. Briefly describe the changes and trends of the unit’s field and how the unit is doing to respond to these changes and continue to meet the mission and goals of the university.

Change is the one constant in the library and information profession, and it seems to occur at an exponential rate.

Changes we have experienced since the last review include:

- A 24 million-dollar renovation that included large-scale remodeling on every floor of the Library. Highlights of the remodel include:
  - The construction of an Automated Storage and Retrieval System (ASRS) that we have christened ORCA (Online Retrieval and Collections Access). ORCA’s 4 story structure has the capacity for 850 thousand volumes.
  - The construction and installation of a Starbucks in the lobby. This service has been phenomenally successful.
  - The reconfiguration of the entirety of the Library’s first and 5th floors to allow for a 200 computer lab and a large capacity collaborative research and study are for students.
- The Construction of a second hands-on Library Instruction Room that is a replica of our Spidell Instruction Room on the 1st floor. This room was christened “Spidell 2” as Bob and Janet Spidell graciously gifted the funds to construct this room as they as well as giving up 53,564 square feet of space that has become the Academic Services Building housing faculty offices, classrooms, department offices and University Programs.
- The addition of a rapid article delivery service. Initially titled “ArticleReach,” we have recently rechristened “BeachReach.” This service is a consortial inter-Library loan system that allows for 24 hour electronic delivery of articles the Library doesn’t own or have immediate access to.
- The addition of a color printer, a color photocopy machine, and 2 scanners in our Spidell Technology Center Lab

Most of the trends and changes have to do with electronic resources for the delivery of information, and the financial issues associated with acquiring and maintaining that delivery mechanism. More and more library resources (book, journal and media) are available in electronic formats. This has a direct effect on faculty and staff in the library as well as those we serve. Ironically, with information being available everywhere and at any time, the fundamental truth is “Information is now as infinite as the universe, but finding the answers needed is harder than ever.”

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Some of the current changes and trends we are encountering:

- Students (and a number of faculty) fundamentally do not understand how to do research in an online age properly. The prevailing opinion is that with the availability of the Internet and search engines like Google, (and all its iterations) they have everything they need for research at their fingertips for free! Concepts such as provenance of information, quality of research, reliability of freely-available information, and vetting of information are just not understood, considered or thought to be important. The Library is addressing this trend in several ways:
  - We provide face-to-face library instruction sessions and information-based workshops. The number of these sessions has jumped drastically since our last program review. In 2004/05, we taught 448 course-related sessions to faculty and students. In 2011/12, we taught 621 course-related sessions- a 39% increase in instruction, while University FTEs rose by only 12% during the same period. In 2011-2012, we reached about 14,000 students in these course-related sessions. In addition, we held more than 80 workshops.
  - We experimented with different formats of face-to-face instruction, offering drop in research workshop clinics in conjunction with the Writers Resource Lab, and workshops on citations and bibliography software, in addition to the, traditional faculty requested instruction sessions.
  - We provide approximately 7500 one-on-one reference consultations at our Reference & Research Services desk. The in-person sessions focus on instruction on proper searching and valuable critical thinking skills to provide a solid foundation for scholarly research.
  - We provide approximately 500 individual instruction consultations with faculty and students. These appointment-based sessions allow Librarians to dedicate a substantial amount of time with our faculty and students on either subject-specific research, a specific assignment, or just more in-depth help than we can offer at the Reference Desk.
  - While the numbers quoted above are impressive, we are not reaching everyone. We have therefore been investigating methods for marketing the library's services as well as providing online options for both reference questions and library instruction.

- There is a significant change in the expectations of our patrons in terms of the knowledge they require, the time frame in which it is expected, and who exactly is expected to do the work of research. While the Library prides itself on its excellent service and quick responsiveness to requests for information and services, it often falls short of the "but I want it instantly," and the "you need to do this for me" expectations the students seem to have. These expectations are not solely related to Library services, but to the attitudes and expectations of this generation of students in general and is now beginning to be researched and written about more extensively. Again, the Library is addressing this trend in several ways:
  - In any interaction with students, we emphasize that research is a process that takes a time investment on their part. When necessary, we emphasize our philosophy of teaching them...
the research process and how to use its tools, with the philosophy and outcomes of a student being self-sufficient in their research endeavors and not reliant on Librarians to do it for them.

- We have implemented many online research services including the ability to chat, text, and email research questions. We outline very clearly how soon to expect a response.
- We have implemented a software package from Springshare (http://springshare.com/) called LibGuides, that has allowed us the immense power of instantly and easily creating Web 2.0 and dynamic research guides and pathfinders that puts the information necessary for solid research skills into faculty and students’ hands immediately and available 24/7. This tool has truly revolutionized the way we can provide information and instruction. We can instantly provide a research guide on a specific subject, or even for a specific course or a specific assignment! We can instantly provide active links, upload documents, and create and share tutorial videos that appeal to every learning style. For a list of guides please see: http://csulb.libguides.com/home.

- Another change the Library has learned to accept is the “new normal” in terms of the budget allocated to the Library. Since the 2009-2010 fiscal year, we have seen our materials budget reduced by about 25%. While the cuts have admittedly been difficult, it has also provided an opportunity for the Library to conduct unprecedented analysis of the use of and costs per use of our print and electronic information resources. This analysis took 3 years and produced astonishing results that have provided many unique opportunities, such as:
  - The ability to truly analyze information resource use with data-driven, not anecdotal evidence.
  - The ability to truly negotiate with vendors and publishers from a place of authority. We have been able to play “hard ball” with publishers who endlessly take advantage of libraries.
  - We have been recognized by the Chancellor’s Office for these efforts. In fact, our Collection Development Officer, Carol Perruso, was contracted by the Chancellor’s Office to negotiate on behalf of the entire 23 campus system with a specific vendor.
  - The end result is that the way we are able to collect (and therefore disseminate) information has changed and has done so in an irreversible way. The days of being able to acquire resources whenever and however we wish are long gone. In today’s information world, Librarians and Library Administrators must learn to work in a private sector manner where negotiation and business acumen is required.

- Another challenge involves the ability of our Librarians and our Library staff to keep up with and stay abreast of the changes in the information world that seem to occur at warp speed. Information innovations seem to happen daily, if not more often, and it can be challenging to not only keep on top of the trends and services available, but be able to learn them in a way that allows us to be able to explain and demonstrate them to our patrons.
C. Identify the unit's priorities for the future. Indicate how the unit arrived at these priorities.

There are seemingly unlimited priorities for a service provider like the University Library. However, we have identified four main goals that will be working toward:

- The Library will continue to supply faculty and staff with the sources they need in the format they prefer.
  - While this priority seems redundant, and is core to our mission, it isn’t always as easy as it seems. Over the last year, the Library participated in the Libraries of the Future Taskforce (LOFT); a Chancellor’s Office initiative that is investigating how Libraries are evolving and how to maintain their presence and provide needed services to the campus community now and in the future. LOFT has looked at how libraries utilize space, how space needs have evolved, how print materials are used, and how we can leverage our 23-campus system to work more efficiently. The CSULB Library was one of six that participated and in doing so, created documents that provide a short, clear, and concise snapshot of our Library. Our report (see Appendix A) was used as a model by several other of the LOFT Libraries. What our report illustrated (not surprisingly) is that there are sharp differences in how our patrons use information resources. The Humanities (History, English, etc.) are intensive users of print resources. Their main resources that are core to their teaching and research agendas are print-centric. Meanwhile, disciplines in the Sciences and Social Sciences utilize more electronic resources. In addition, we have had to consider resources that are used to support the teaching mission can differ from those for the research mission.
  - The resources we supply to our patrons are not just limited to research materials. There are other resources we provide, that vary in nature.
    - The preferred research materials vary depending on the patron and their information needs. Faculty needs differ from student needs. The challenge for the Library is attempting to meet these varying needs without sacrificing one for the other.
    - In times of budgetary crisis, such as we have been experiencing over the past two-three years, we have had to focus primarily on supporting the teaching mission of the university and less on the research mission. These decisions are never easy to make or to communicate, but necessary in such difficult times.
    - Meeting our patron’s needs doesn’t just stop with library collections. Sometimes our patrons need to use a computer late at night. Sometimes they need to do a quick Internet search. Sometimes they need help finding the perfect journal to publish in. Sometimes they just need a quiet place to work. Our goal is to meet each research or teaching need as well as we can, not matter how seemingly small or insignificant.
  - As we are a comprehensive university, and not a research institution, we will never have the budget (and therefore the resources) to serve every need, but we investigate every request, we consult with Instructional Faculty, and use current bibliographic tools to make the best collection decisions with the resources we have.
• The Library will continue to provide excellent customer service.
  o The Library is, at its core, a service provider. The Library prides itself on providing excellent customer service at each and every service point and with every interaction with our patrons.

• The Library will continue to push the envelope in instructional interactions with our patrons.
  o The sheer number of in-person instruction sessions we provide, along with the number of reference interactions and one-on-one consultations is not sustainable with current staffing. With these efforts, as wonderful and useful as they are, we are still only interacting with about a third of our student population. In an effort to work smarter, we are investigating the best practices and emerging technologies to allow us to reach more patrons in the online environment. Many studies show library users are not always comfortable utilizing in-person services, while others solely rely on it.\(^4\) We wish to accommodate both and advance our instruction program to the next level by utilizing multiple delivery formats.

• The Library will create and regularly conduct programmatic assessment of library services.
  o For detailed information, please see Section III on Assessment.

Section II. Support to Educational Programs

A. Briefly describe functions of the unit in supporting the University. Describe the existing programs, any new programs that support the university or programming that were developed since the last program review and any that have been discontinued.

Every function in the Library, whether it is subscribing to the most current online information, or shelving books that have been checked out supports the University. Every service we provide supports the teaching and research mission of the University.

There are no programs that have been added or discontinued. Our core services remain the same, but the method in which we provide them evolves and will continue to do so.

B. Comment on the unit’s usage and trends since the last program review.

Library usage has increased dramatically since our last review. Since our Library renovation concluded in 2008, we have seen a rise in gate counts (the number of people who enter the building) of 25%. For detailed statistics, please see Appendix B which has detailed gate counts for the years 2005-2013.

There are many areas of the Library that our patrons utilize heavily. Whether it is Starbucks, with its line out into the lobby, or our Spidel Technology Center, with the computer lab filled to capacity or our study areas that are busy from the beginning of the semester until the bitter end of finals week, the Library is constantly used.

C. Provide statistical data to show contacts with students, types of students using this academic support unit. (See Appendix C).

Statistics for gate counts (how many people physically come into the Library) are in Appendix B. Appendix C contains statistics on Library Instruction Sessions, Consultations, and Reference statistics for both in person as well as virtual Reference interactions.
Section III. Assessment

A. Describe current assessment programs in place for this unit, especially if it deals with student learning outcomes or general education goals.

Assessment in the Library is constant and ongoing. As a service unit with a solid commitment toward excellence in service and student success, assessment of our services is essential.

The traditional methods of assessment in Libraries are to count visits (i.e. "gate counts"); or how many physical volumes a library owns; or how many instruction sessions Librarians teach; or how many students we have served in those instruction sessions; or how many "transactions" have taken place at the Reference Desk.

The Library has a long history of recording these types of transactions. These are noted in the graph in Section II. While some of them (such as Reference Transactions and the number of Instruction Sessions) are impressive, they are not complete. Some questions that arise are as follows:

- Is there a correlation between Library use and student success?
- More specifically, is there a correlation between regularly utilizing Library services and student success?
- Do the students who participate in Library Instruction sessions achieve better grades in subsequent courses due to understanding proper research methods?
- Are the interactions between Librarians and patrons at the Reference Desk contributing to student success?
- Are faculty who interact with their subject liaison Librarians better equipped to provide quality instruction as well as superior research to enable their success at the University?

These are just a few questions that the Librarians and staff ponder frequently. The question becomes, how do we obtain such answers? When most interactions with students are one-time, and faculty don’t often want to admit they are not as proficient with the many print and online research options as they should be, how are we to develop assessment tools that are actually useful? How are we to substantiate the value of the Library? This an issue that we (and other academic libraries) continue to work on.

The following list highlights some of our assessment efforts:

- Several librarians have chosen to do assessment during their individual instruction sessions or more formally with pre-and-post-test measures, or by asking for feedback in the online Research Guides. The instruments they used have varied, as have the results. “You totally rock,” is a great ego boost to an individual Librarian, but not really helpful.
- Librarians to use this assessment tool for 1-2 classes per semester. We were not able to achieve 100% participation, but came very close.
• We have also done project-related assessment, such as work with the now defunct University 100 program.
• In a very rare situation, we have one Librarian who team-teaches with our Associate Dean in a for-credit course at the graduate level (EMER 500). The Librarian Instructors are then subject to formal student evaluations as any for-credit course instructor would be subject to. In addition, the Librarian Instructors have worked with the Program Chair to build in assessment in a future course to see if what the students learned in EMER 500 effect their work later on in the program.
• Five of our librarians are in their fifth year of a six-year longitudinal study where they are surveying students from the freshman class of 2008 on how they do research to try to determine if library instruction makes a difference. Longitudinal studies are rare in Librarianship and particularly one of this length.
• We are extremely proud of our current Reference Desk assessment practice. We purchased two software packages called "LibAnswers" and "LibAnalytics" approximately a year ago. This combination of products has revolutionized the way we not only conduct Reference transactions, but also the way we collect the data on those transactions and assess them. We adopted the READ scale (Reference Effort Assessment Data) and now assess each Reference transaction on this scale. This level of detail is unheard of in Reference interactions. Librarians have already presented poster sessions at two different conferences on our method and the results.
• In an area that is notoriously hard to assess for many reasons, our Collection Development Officer, Carol Perruso, has spent the last two years collecting data and analyzing usage of our information resources, both print and electronic. This extremely detail-oriented work has been beneficial to the Library on several fronts. With the advent and increased popularity in electronic resources, specifically aggregate journal article databases, it is incredibly difficult to gauge and inventory each individual journal title. Vendors of these databases make it very difficult to identify duplicative coverage from database to database, as well as being able to collect accurate and meaningful access to the journal articles. Carol along with a team of librarians serving on the Library’s Collection Development & Management Committee (CDMC) spent a year and a half gathering these types of data on all of our databases. At the beginning of this project, the intent was to be proactive about our subscriptions and the coverage of the databases, but also planning for rumored budgetary cuts to the Library. As the rumored budgetary cuts became an unfortunately reality, the

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5 Detailed information about the product LibAnswers can be found at: http://springshare.com/libanswers/. Our installation of LibAnswers at our Library is called “Help with Research” and can be found at http://www.csulb.edu/library/research help/.

6 Detailed information about the product LibAnalytics can be found at: http://springshare.com/libanalytics/. Appendix D has a screen shot of what our installation at our Library looks like.

7 Detailed information on the READ scale can be found at: http://readsca le.org/
Library was primed to have meaningful discussions with our faculty and with the database vendors on cost per use, and negotiate from a place of authority and strength.

Mentioned above is the challenge of how to create meaningful assessment for the Library. Luckily, it is not a challenge we face alone. The CSU Libraries as a group discuss the problem regularly, and the topic of meaningful assessment is often a topic for presentations and papers at most Librarian conferences.

As part of the LOFT initiative, a subcommittee has been created to create meaningful, system wide assessment. This task force, called the COLD Assessment Committee (CAT) is comprised of a Chair (CSU Fresno Dean), a Vice Chair (CSU Fresno Associate Dean) and membership of Assessment Coordinators from most of the 23 campuses. We have our resident Assessment Expert, Librarian Tiffini Travis representing us on CAT. CAT’s main objective is as follows:

The objective of this effort is to create evidence-based assessment methodologies that measure clear correlations between library services, collections, and functions and defined outcomes of student and faculty success.

While CAT is just getting off the ground, they have an auspicious beginning. They have contracted with Laura Gil-Trejo, Director of the Social Science Research Center at CSU Fullerton. Laura is currently working with each campus to collect information of where everyone is with their current assessment efforts and will then create a baseline. She will be working with CAT to help create the system wide assessment effort.

We are very excited about the possibility of having a tool that each campus will use to get a system-level (as well as a campus-level) picture of assessment.

B. Describe the process for using the results of assessment for improvement and provide at least two examples from the past five years of changes in the unit that were made on the basis of the results of assessment.

The sole reason for the Library to participate in any form of assessment to improve our services, and provide opportunities to both students and faculty for their respective academic and scholarly successes.

In Section A above, there are several annotated examples of assessment efforts that the Library has engaged in since our last self-study. I will highlight two of these efforts here with more detail.

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8 Please see Appendix E for the official information regarding CAT.

9 For more information about Laura and the SSRC at CSUF, please see: http://hss.fullerton.edu/ssrc/
Example 1: Reference Desk Analytics and Changes to Reference Service Hours

Online reference services have become ubiquitous in Libraries. While the good old reference desk has not disappeared, some libraries have experimented with alternate forms of reference. Some of these alternate forms that have been investigated widely include online reference services such as chat reference, and email reference. Other reference variations have included experimenting with librarians being “on call,” and in some cases, librarians seeing students/faculty by appointment only and utilizing paraprofessional library staff at the reference desk.

While our library has a long history of taking rudimentary statistics using “tick marks” to gauge use, a deeper and more meaningful type of reference service assessment had long been desired and discussed and various assessment tools, methods and instruments had been investigated over the last 10-15 years. The problem was always the same: how on earth do we truly assess an anonymous, short, one-time service in a meaningful way? In addition, with the tick mark method, are we truly able to assess the services we are providing at the reference desk?

As described above in section A, a year ago, the library purchased and implemented the “LibAnswers” system. The system allows for a proven instrument, the READ scale to be utilized to better record, document, analyze and assess our reference interactions.

In one short year of using this system, we have a better understanding of the type of questions we are getting from our patrons, as well as the usage patterns of the reference service, which include peak times, as well as the lulls in service. What this evidence-based data of the service has allowed us to do is tailor the hours of the in-person desk service to meet the needs of our patrons.

In addition, with the LibAnswers service, we employed the online chat, text, and email reference services. These services are also able to be recorded, documented and analyzed. We have one year of data of these services thus far and due to the popularity are now investigating more online tools such as a widget loaded on to the desktop of the Spidell Technology Center computers so that students will be able to chat with a CSULB Librarian in real time without having to leave their computer.

This analysis of the reference services (both in person and online) has allowed us to not only explore new ways of helping our patrons learn the intricacies of research technique, but to communicate with them in a method of their choice. For those who are more comfortable face-to-face, those services are available (and with a piloted and modified schedule of peak use times), but also those who may be more comfortable with electronic communication, or those of our students who are geographically at a distance from the university, may also communicate with a librarian. No matter how our patrons choose to communicate with us, the end result is the same; excellent reference services communicated clearly in a method of their choosing.
Example 2: Classroom and Library Instruction Modified Based on Assessment Results
After developing and piloting an assessment tool, the Journalism librarian and a Journalism instructor administered pre- and post-tests on information-gathering skills of students in a core Journalism skills class. The pre-test was administered before a librarian instruction session (Week 5). The post-test was administered toward the end of the semester. Three quarters of the students showed improvement from pre- to post-test. However, the assessment showed that most students lacked adequate numerical literacy and they were not improving sufficiently. As a result, instructors teaching this core class were asked to increase their emphasis on numerical/data/statistical information gathering. The two faculty members subsequently published an article on the assessment results.10

Example 3: Collection Analysis Leads to Savings in More Ways than One
A very unique collection analysis listed in section A above discussed the time intensive and detail oriented materials assessment our Librarians worked tirelessly on for a year and a half. This assessment and analysis of our journals and database collection is envied throughout the CSU.

In addition, the print collection analysis that our library is participating in via the LOFT project has allowed for unprecedented analysis of the use of our print resources down to the department level.

Both of these analysis and assessment projects has not only allowed us to speak from an authoritative position in negotiating contracts and licenses with academic publishers and vendors, but also with our patrons. With finite space for our collections and limited resources, this data-driven information allows us to make better, more informed decisions for collection additions, deselections, and management options. All of this information has been presented to the CSU Provosts and Presidents and CSULB is seen as a leader in the area of collection development and management due to our work in this area.

C. Attach all annual reports on assessment since the last program review in an appendix.
Briefly describe the academic support unit’s mission and goals and note any changes since the last program review. Identify areas of distinction or special competence.

Attached please find our previous assessment report; Appendix F.

Please note sections A and B above for our areas of distinction and special competence.

Section IV. Faculty Involvement

A. Describe any curricular activities that are the responsibility of the unit and provide the faculty and/or staff involvement.

The Library staff are the backbone of the Library’s operations. The Library Faculty are the ambassadors. The staff and librarians are two pieces that make up the human component of the Library, and are the heart and soul of the operation. The Library needs both to function.

The Library curriculum is the embodiment of our Library instruction program. Our curriculum and pedagogy are based on the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education\(^\text{11}\). This world-renowned set of standards, performance indicators and outcomes are the base line for all the instruction we provide.

Within the framework of the ACRL standards, our librarians utilize creativity, innovation, technology, and subject-based expertise to personalize and customize each instruction session to the specific requirements of the college, department, course, and section.

B. Describe how the program is enhanced by faculty and/or staff participants.

To become a librarian, an American Library Association (ALA) accredited Masters in Library and Information Science (MLIS) is required. The scope and breadth of each MLIS program varies wildly. Some programs are more theoretical (such as the UCLA program), some are more geared toward a specific type of Librarianship, such as Archives or Management (USC has a new program for the latter).

Our 15 tenured, tenure-track, and lecturer librarians are outstanding instructors, and exceptional collaborators with their Instruction Faculty colleagues. The Library’s Instruction Program would cease to function, and the close working relationships that have been developed between the Librarians and the Instruction Faculty would evaporate without their extraordinary work.

In addition to their instructional work (which includes reference and one-on-one consultations), and their collection work, our Library Faculty are also dedicated to both service activity as well as research, scholarly and creative work (RSCA). Our Librarian faculty have distinguished themselves with service activity in the Library, on the campus and within the Library profession at the state, national, and international levels. Their work is a credit to the University.

\(^{11}\) For detailed information on the ACRL Information Literacy Competency Standards for Higher Education, including all 5 standards, their performance indicators and outcomes, please see: http://www.ala.org/acrl/standards/informationliteracycompetency#ilped
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Our Library faculty are also distinctive scholars. Our Library faculty present at national and international
conferences on their research agendas, publish scholarly articles, book chapters, and whole volumes.
Some research is in the areas of Librarianship and current issues and trends in Librarianship, while
others publish in their subject areas.

Our Library staff and students are often the first and most frequent faces our patrons encounter.
Whether it is an interaction at the Circulation Desk, because they are checking out a book, or an
interlibrary loan request that needed a personal touch, or even a technical problem that required some
assistance, it is our Library staff who conduct themselves with the utmost professionalism and work
tirelessly throughout the calendar year to provide excellent service.

C. Describe any use of students for peer-mentoring, teaching or support of program.

Without our student employees, our books would not be shelved, our service desks would not be
staffed as regularly as they are, especially during our 24/7 operations.

Our student employees offer a unique service perspective that is a peer mentoring opportunity for our
student patrons.

D. Describe changes anticipated over the period until the next program review and indicate
the unit’s priorities for future hiring. Note any issues of faculty involvement that need to be
address, i.e. faculty diversity not matching student diversity, constant staffing or faculty
changes. Identify how these priorities and future hiring plans relate to relevant changes in the
unit and relationship to the strategic plans of the University.

Faculty Hiring
As academic unit needs change as subject areas become popular (or less popular), so it is in
Librarianship as well. Operational needs have changed since our last program review, and will do so
again before our next. Where the Library once strived to have an adequate number of librarian subject
specialists, new initiatives will be on the horizon that will necessitate thinking differently about how we
hire Library Faculty.

- Digital Archives & Special Collections
  It has been many years since there has been a Librarian in the University Archives and Special
  Collections unit. With the continued acquisition of special collections (such as the Deukmejian
  papers), as well as the push toward digitization of rare collections, a Librarian position is needed to
  service these materials. There are special requirements for a position of this kind, and much
  research has been conducted by Library Administration to ensure a quality position description that
  will allow for a competitive process in hiring.
• Anticipated Retirements
   It is anticipated that we will have Librarian retirements before our next program review. Before any new subject specialist librarians are hired, it is anticipated that an analysis of changes in the subject areas, curriculum changes, instruction loads, reference needs, as well as other operational needs and RTP needs will occur before a new librarian position will be posted. While the days of replacing a “body for a body” are gone, we want to ensure a balanced workload for the entire library faculty as well as for any new hires.

Staff Hiring
   Similar to our Librarian workload analysis, as Library staff leave, analysis of the operational unit will occur to ensure enough staff to continue to provide services in all operational areas.

Special Note about staffing
   Due to some of the anticipated technological changes described in VI A, personnel changes at both staff and Librarian level will be anticipated.
Section V. Resources and Facilities

A. List the state-support and non-state resources received by the unit since the last program review and the source of these revenues (e.g., state budget, UCES, external funding, etc.).

See Appendix G for a table of revenue resources, as well as information on the Electronic Core Collection, which is a selection of electronic databases that the Chancellor's Office funds.

B. Identify any special facilities and/or equipment used by the unit. Identify any changes since the last program review, and priority needs for the future.

Most "special" facilities and equipment in the Library are unique to the Library. A short list includes:

- Spidell Technology Center (our 200 station lab with auto login, and queuing area)
- Two Spidell Instructional Spaces (Hands on learning spaces with classroom management)
- Study spaces (Open areas for patrons to study and conduct research allowing for both quiet and collaborative studying)
- Book Stacks
- ORCA (Our online robotic storage unit)
- Patio seating (formerly planters on the Library patio)
- LCD Media Wall in Starbucks (Programmed with CNN, Library Information, a live camera into ORCA, and a live feed to an international news source)
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Section VI. Planning

A. Summarize all the major changes planned in the period until the next review.

In the next five years, we anticipate sweeping changes for the Library. They vary in size and scope but all are exciting and all forward the Library's mission for student and faculty success.

Technological Changes
There are numerous changes we expect regarding technology.
- We anticipate that more and more resources will move to an electronic format. We anticipate more online book collections, more transfers of print to electronic journal collections, as well as more multimedia (still photo, video, and sound) online collections.
- We anticipate the Chancellor's Office to complete an analysis of the next generation Library Management Systems. After the analysis, it is probable that our Library will convert to the system that the Chancellor's Office chooses. This move to a new LMS will be revolutionary in many ways that affect all levels of staffing in the Library. In addition, if implemented across the 23 campuses, this change would allow for unprecedented resource sharing and collaboration system-wide.
- We anticipate more collaboration with Beachboard to further integrate the Library's resources into the Beachboard environment.
- We anticipate solidifying staffing in our Archives and Special Collections unit to allow for digitization of existing collections to make them more widely available.
- We anticipate updating and refreshing the hardware on all public computers in the Library.
- In the Spidell Technology Center, we anticipate a move to PVS technology to provide more reliable access to electronic services as well as utilize cloud services to better utilize space and resources, as well as improve speed, security, and functionality.

Physical Space Changes
We will continue to utilize the physical space in the Library in an optimal manner. Planned changes include:
- Modernizing and refurbishing at least one library instruction space with more instruction friendly technology and furniture
- Refurbishing the Lower Level and the 5th floor, utilizing best practices of collaborative furnishings and equipment to allow for even greater patron use and comfort.

Other Changes
- Update Librarian and Staff workstations.
- Refurbish and reupholster existing Library furniture in the public areas, such as tables, chairs, and study carrels.
B. Summarize all new or additional resources needed to support the planned major changes.

- Funding for a Senior Assistant/Associate Librarian for Digital Collections (which includes Archives, Special Collections, and the University’s Digital Institutional Repository (“Scholarship @ the Beach”).
- 1 FTE Staff person to support the Digital Collections Librarian.
- Approximately $500K to purchase state-of-the-art furnishings and equipment for the 5th floor’s collaborative study room.
- Approximately $275K to refresh all equipment in the Spidell Technology Center lab.
- Approximately $90K to refresh all Librarian and staff workstations.
- Approximately $62K to convert Spidell lab computers.
- Approximately $90K to reupholster chairs in the public areas of the Library.
- Approximately $30-40K to refinish tables and carrels in the public areas of the Library.