California State University, East Bay

5-Year Program Review for

Information Literacy

Academic Year 2011-2012

Self Study and 5-Year Plan approved by faculty on: November 16, 2011

External Reviewer Report received by the program on: January 31, 2012

Program's Response to External Reviewer's Report completed on: April 18, 2012

Complete 5-Year Program Review Report submitted to CAPR on: April 26, 2012

Contents

1. Summary of the Program

Self-study

As is the case with many programs over the last five years, in the information literacy program, faculty has taught more students with fewer staff. Faculty has, however, continued to make progress on the goals provided in the last five year review: (1) Develop online content and assessment for LIBY credit courses and other foundational Information Literacy curriculum; (2) Develop additional Information Literacy curricula and materials for transfer, returning, & graduate students; (3) Participate in collaborative curricular development for Upper Division General Education Information Literacy designated (D4) courses in the Sciences and Social Sciences; (4) Develop curricular maps for Information Literacy in disciplines and majors; and (5) Implement ongoing departmental faculty development program on curriculum, pedagogy, instructional design, and assessment of Information Literacy.

We have developed a significant amount of online content to teach our course fundamentals in new ways. This includes tutorials, Web sites, blogs, Google sites, and other relevant material. There has been a major move to online and hybrid offerings, fostering other changes, notably a complete revision to our pre-post testing process (both in content and in delivery mode), and a redesign of our overall assessment efforts.

Our tenure-track faculty has been affected by retirements and one resignation. This, coupled with an increase in student headcount, has led to an increase in the use of lecturers, although tenure track faculty continues to teach approximately 80% of the course offerings.

Five-Year Plan

In the next five years (2012-2017), the library faculty plans to continue its on-going assessment of the information literacy program as well as expand its collaborative efforts with other departments to strengthen information literacy offerings. The goals, however, remain essentially the same—continued improvement in content, curriculum, and assessment; efforts to provide increased material and curriculum for transfer, returning, and graduate students; continued work on Upper Division GE Information Literacy designated (D4) courses in the Sciences and Social Sciences; continued curricular mapping; and continued faculty development. Some of these goals, however, depend on faculty in various disciplines and are not solely driven by the faculty in the information literacy program.

External Reviewer's Report and Response

Beth Blakesley, Associate Dean of Libraries at Washington State University, reviewed the Information Literacy Program during her visit to campus from January 9 to January 10. Her report was received on January 31, 2012. The faculty appreciates her insight as can be seen in the

program's response. The faculty decided that the five-year plan did not need to be amended as the issues raised in the external reviewer's report had already been addressed in the plan.

2. Self-Study

2.1. Summary of Previous Review and Plan

In the previous review of 2001/02—2006/07, the five year plan included the following goals:

Goal 1: Develop online content and assessment for LIBY credit courses and other foundational Information Literacy curriculum.

We now offer our first-year LIBY 1210 in online, hybrid, and face-to-face delivery modes. All LIBY 1551 sections for sophomores, juniors, and seniors are online. As part of the process or shifting to online mode, library faculty has retained the overarching goals of the information literacy curriculum, as supported by the standards of the Association of College and Research Libraries, and uses the foundational rubrics that were in place at the last review; however, the instruction methods have undergone significant change. The most obvious of these is the development of a significant number of online tutorials which are shared among the teaching faculty. Approaches to teaching various concepts have also been both updated and recast to be as effective as possible in the online/hybrid sections of the courses. We also make use of suitable online modules from other universities, Google sites (our own and others), and generally help students to be more literate in terms of new modes of searching from Google Scholar to metasearching through the CSU platform that offers "books and articles" via Xerxes (see the tab in the center of the library's home page). It should be noted, also, that more content is online at this time than was the case at our last review. Regardless of the format of information, however, concepts continue to be the focus of our teaching as the tools change continually and information delivery shifts, often from one quarter to another. Further, we work continuously to update and improve the pre/post test, which we now call the information literacy survey and offer through SurveyMonkey or face-to-face, as appropriate.

Goal 2: Develop additional Information Literacy curricula and materials for transfer, returning, & graduate students.

We have pockets of progress for this goal. A few of transfer and returning students choose the LIBY 1551 course as an option to prepare for their courses in the Upper Division and beyond. Librarians also visit courses through the year, providing instruction focused on a particular discipline and/or project. Those courses include all levels of students, depending on the course. In addition, tutorials developed for use in the formal library courses are also available for individual courses that librarians visit and for the student body at large.

Goal 3: Participate in collaborative curricular development for Upper Division General Education Information Literacy designated (D4) courses in the Sciences and Social Sciences.

In the last five year review, library faculty was already working on a curricular map for the online Human Development curriculum as part of a grant from the CSU system. That work was completed. Focus on particular D4 courses in the Sciences and Social Sciences, however, depends on the interest and willingness of faculty teaching those classes, causing library faculty to focus more on Goal 4 (see below).

Goal 4: Develop curricular maps for Information Literacy in disciplines and majors.

As mentioned as part of Goal 3, library faculty completed a curricular map for the online Human Development course. Over the last three years, the liaison for English and the Coordinator of the M.A. TESOL program embedded information literacy throughout the core courses of that program. Our Education librarian works extensively with our Ed. D. students and, for the last three years, has been assigned almost full-time to CEAS.

Goal 5: Implement ongoing departmental faculty development program on curriculum, pedagogy, instructional design, and assessment of Information Literacy.

Due to budget shortages, ongoing faculty development is challenging, although our University Librarian has supported faculty development to the extent possible. We also continue to have an Instruction Committee within the library and discuss instruction issues at departmental meetings. We share information if we attend conferences. One library faculty is also on the board of the California Clearinghouse on Library Instruction. Further, the research of a group of librarians on threshold concepts is now fostering further reconsideration of course development.

2.2. Curriculum and Student Learning

Student Learning Outcomes Assessment Plan

The Information Literacy courses are part of the G.E. offerings on campus and completion of the information literacy course is a graduation requirement for those who enter Cal State East Bay as first-year students (freshmen). Below are the G.E. Information Literacy Student Learning Objectives:

The information literate student:

- **defines and articulates** the need for information
- **determines** the nature and extent of the information needed
- **identifies** a variety of types and formats of potential sources for information
- **constructs and implements** effective search strategies
- **accesses** needed information effectively and efficiently
- **retrieves** information online and in person using a variety of methods
- **evaluates and refines** search strategies as necessary
- **articulates and applies** criteria for evaluating both the information and its sources
- **determines** whether the initial query should be revised
- **uses** information effectively to accomplish a specific purpose and **communicates** the results of research effectively to others
- **understands** that there are ethical, legal and socio-economic issues surrounding information and information technology
- **acknowledges** the use of information sources through standard citation and attribution practices

The course objectives for LIBY 1210 and LIBY 1551 follow:

A successful, information literate student can:
1. Formulate a research question
2. Develop and apply appropriate search strategies
3. Evaluate strategies and results—revise as needed
4. Describe research processes and communicate results
5. Understand and apply principles of information ethics

Assessment
Last year, the faculty undertook the process of revising its pre/post test in order to capture students' learning more fully and also follow the course learning objectives more closely. The test consists of 20 multiple choice questions and is administered in class for those classes taught face-to-face and hybrid, and via SurveyMonkey for those courses that are taught online. The pre/post test was piloted in the Summer 2010 Quarter and additional revisions were implemented, based on the data from that quarter. The pilot has continued throughout the 2010-2011 academic year. The final pre/post test will be presented to the entire library faculty at a department meeting in Fall 2011 Quarter for discussion and voting to make the new pre/post test

the required, uniform assessment. Please see attachment for pre/post test questions and their mapping to the course objectives.

Additionally, most faculty members believe that the pre/post test, while important for capturing quantitative data on student learning, does not fully capture student learning while in the courses. For this reason, many faculty members have increased the use of self-reflection/self-assessment activities in their courses, including portfolio assessment and self-reflection essays on learning. These qualitative assessments have demonstrated student awareness of their own learning through the courses.

Academic Year	Pre-test	Post-test	% Change
2007/2008	55.8%	65.4%	+9.6%
2008/2009	57.4%	66.4%	+9%
2009/2010*			

Table 1a. Pre/post test data from previous test for LIBY 1210
*2009/2010 was the year the Instruction Committee began the evaluation and revision of the pre/post test. 2010/2011 saw the piloting of the revised pre/post test.

Academic Year	Pre-test	Post-test	% Change
2007/2008	56.9%	71.5%	+14.6%
2008/2009	52.4%	69%	+16.6%

Table 1b. Pre/post test data from previous test for LIBY 1551

Course	Pre-test	Post-test	% Change
LIBY 1210	62.1%	69.4%	+7.3%
LIBY 1551*			

Table 2. Pre/post test data from piloted test. Percentage of correct answers. *Data for LIBY 1551 is unavailable due to technical difficulties with the collectors used in SurveyMonkey.

The data from the pre/post tests and from the qualitative, reflective assessments have shown that students are improving throughout the course in their information literacy skills and increasing their knowledge of information literacy concepts. However, students still show difficulties with some information literacy skills, which is to be expected given that most of our students are in their first-year of undergraduate education, are continuing to expand their capacities for using information successfully, and are also still developing cognitively. The library faculty is committed to using this information to improve learning in the courses in order to see greater improvement in student learning in the coming years.

Comparison to Corresponding Programs in the CSU System

Cal State East Bay is the only campus in the CSU system that requires an information literacy course as part of the general education (G.E.) requirements. However, other CSU campuses do offer some courses in information literacy. The following table shows the campuses

Campus	Courses Offered
Bakersfield	GST 110 Library Research Skills Lab
	GST 126/326 Researching the Electronic Library
	GST 137 Critical Research Skills
	GST 153 Internet Research
Channel Islands	LIB 211 Discerning Information in an Interconnected World
	LIB 344 The Library: Collections, Services & Instruction
	LIB 490 Special Topics
Dominguez Hills	LIB 150 Library Skills and Strategies
	LIB 495 Special Topics in Library Research
Fullerton	ISDS 102 Intro to Information and Multimedia Technology
	ISDS 165 Navigating the Information Superhighway
Long Beach	IS 100 Information Technology Literacy
Los Angeles	LIBR 150 Intro to Information Literacy and Research Skills
	LIBR 230 Intermediate Information Literacy and Research Skills for Lifelong Professional Success
	LIBR 250 Intermediate Information Literacy and Library Research Skills
	LIBR 330 Advanced Information Literacy for Decision Making in the Professional World
	LIBR 430 Legal Information Literacy
Maritime	LIB 100 Information Fluency in the Digital World
San Francisco	LIB 301 Topics in Library Research
San Marcos	GEL 200 The Student in an Information Society
Sonoma	UNIV 292 Library and Information Research
Stanislaus	HONS 3500 Information/Research/Analysis
	SSCI 3005 Research and Information Literacy

Table 3. Comparison of Information Literacy Offerings at other CSU Campuses

A similar program to that of California State University, East Bay is offered at the University of Maryland, University College (UMUC). All undergraduate students are required to take the UMUC course, LIBS 150, Information Literacy and Research Methods, within the first eighteen (18) credits of their study at the university. This is a one credit class that is similar in intention to the one at this university, focusing on research process and strategy, and providing an opportunity to practice evaluation and citation. Further, as is the case at this university, this is a cross-curricular initiative that builds on their general education requirement. According to UMUC, the goal of the course is "to develop the student's ability to analyze, synthesize, and integrate knowledge, perspectives and techniques" (p. 15-16, 2002-2003 University of Maryland Undergraduate Catalog). The UMUC program is a noted program in information literacy and

closely matches the program here. This five year review's external reviewer, Beth Blakesley, now at Washington State University, has taught and continues to teach in the UMUC program. She has been teaching there from August 2001 to the present.

Course offerings by mode of instruction at Cal State East Bay

Academic Year	# online	# hybrid	# in-person	Total #
2007-2008	3	0	26	29
2008-2009	10	12	9	31
2009-2010	10	12	10	32
2010-2011	9	15	5	29

Table 4. Number of LIBY 1210 sections offered by mode of instruction

Academic Year	# online	# hybrid	# in-person	Total #
2007-2008	1	0	2	3
2008-2009	3	0	1	4
2009-2010	7	1	0	8
2010-2011	7	1	0	8

Table 5. Number of LIBY 1551 sections offered by mode of instruction

Course Offerings on the Three Campuses

The Information Literacy program offers online, hybrid, and in-person sections of the LIBY 1210 and LIBY 1551 courses. In-person and hybrid classes are offered at the Hayward campus; online classes are offered at the Concord campus; and no classes are offered at the Oakland Professional Center.

2.3. Students, Advising, and Retention

The table below includes the Academic Performance Review Statistics relevant to the Information Literacy program.

California State University, East Bay
APR Summary Data
Fall 2004 - 2009

University-Wide: LIBY					
	Fall Quarter				
Item	**2005**	**2006**	**2007**	**2008**	**2009**
A. Students Headcount					
1. Undergraduate					
2. Postbaccalaureate					
3. Graduate					
4. Total Number of Majors					
	College Years				
B. Degrees Awarded	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**
1. Undergraduate					
2. Graduate					
3. Total					
	Fall Quarter				
	2005	**2006**	**2007**	**2008**	**2009**
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	11	12	11	13	13
2. Part-Time	0	0	0	0	0
3a. Total Tenure Track	11	12	11	13	13
3b. % Tenure Track	91.7%	92.3%	73.3%	86.7%	81.3%
Lecturer Headcount					
4. Full-Time	1	1	3	0	0
5. Part-Time	0	0	1	2	3
6a. Total Non-Tenure Track	1	1	4	2	3
6b. % Non-Tenure Track	8.3%	7.7%	26.7%	13.3%	18.8%
7. Grand Total All Faculty	12	13	15	15	16
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	9.0	7.9	4.3	0.8	1.1
9. Lecturer FTEF	1.0	1.0	2.0	0.4	0.4
10. Total Instructional FTEF	10.0	8.9	6.3	1.2	1.5
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	22.9	27.3	21.9	23.5	30.0
11b. % of FTES Taught by Tenure/Track	86.4%	87.2%	76.3%	68.8%	73.0%
12a. FTES Taught by Lecturer	3.6	4.0	6.8	10.7	11.1
12b. % of FTES Taught by Lecturer	13.6%	12.8%	23.7%	31.3%	27.0%
13. Total FTES taught	26.5	31.3	28.7	34.1	41.1
14. Total SCU taught	398.0	470.0	430.0	512.0	616.0
D. Student Faculty Ratios					

1. Tenured/Track	2.6	3.4	5.1	29.4	28.0
2. Lecturer	3.6	4.0	3.4	26.7	27.6
3. SFR By Level (All Faculty)	2.7	3.5	4.6	28.5	27.9
4. Lower Division	2.7	3.5	4.6	28.5	27.9
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	0.0	0.0	0.0	0.0	0.0
E. Section Size					
1. Number of Sections Offered	10.0	9.0	8.0	9.0	13.0
2. Average Section Size	19.9	26.1	26.3	27.4	20.1
3. Average Section Size for LD	19.9	26.1	26.3	27.4	20.1
4. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
6. LD Section taught by Tenured/Track	9	8	6	8	14
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	1	1	3	5	5
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	0	0	0	0	0

Source and definitions available at: http://www.csueastbay.edu/ira/apr/summary/definitions.pdf

Scheduling, Advising, and Recruitment

The Information Literacy program does not use scheduling surveys. The schedule of courses is determined almost entirely by the First Year Learning Cluster schedules because the LIBY 1210 sections are tied to the learning clusters. Constraints on classroom space also affect the scheduling of our in-person and hybrid sections. We do not offer majors, minors, or degrees and, therefore, do not participate in advising and recruitment.

Discussion of Program Quality as Impacted by Trends in Enrollment, etc.

As noted by in the last review of the Information Literacy program, we are still concerned with being able to offer quality information literacy courses with the increase in number of students and decrease in number of tenure-track faculty members due to retirements and resignation. As can be seen from the above table, the Information Literacy program has begun to use part-time lecturers to teach some of the class sections, while the majority of the sections continue to be taught by tenure/tenure-track faculty members. Workload of the library faculty, whose workload is based on hours per week and not WTUs, is a continual concern. However, we believe that the quality of the courses remains high and we continually seek new and scalable ways of delivering high quality information literacy instruction to our students.

Diversity

Although the Office of Planning and Institutional Research does not offer statistics on student demographics to the granularity of including our courses, anecdotal evidence shows that there

are no significant differences in the diversity of our students versus the campus at large. This is most likely due to the fact that information literacy is a graduation requirement for first-year students.

Our faculty, both tenure/tenure-track and faculty lecturers, reflects the overall diversity on campus as well.

Tenure/Tenure-track and Lecturer Teaching Ratios

While sections of the Information Literacy courses are now taught by lecturers, the majority of courses are taught by full-time library faculty. We have seen no significant differences in the quality of teaching between the two groups of instructors, although the tenure/tenure-track faculty receives slightly better student evaluations than the lecturers. The quality of the courses remains high and the Instruction Committee has created a Google Site with information, resources, and links available for the use of lecturers in order to acclimatize them more quickly to the courses and the department (https://sites.google.com/a/csueastbay.edu/lib-instruct-info/).

Courses

All the courses offered by the Information Literacy Program are at the lower division level and are part of General Education (G.E.). As previously noted, in-person courses are not offered in Concord; however, online sections of the courses are available for Concord students, including a section that is specific to the Concord nursing cluster. We have received positive student response to offering the section of LIBY 1210 online for the Concord nursing students.

The department has made significant strides in the areas of online and hybrid teaching as noted in *Section 2.1* of this report. We limit the number of online courses taught during the fall term because we have found online courses overwhelm first-year students in their first quarter, but we offer a mix of online and hybrid sections throughout the academic year. Statistics on these courses were presented and discussed in *Section 2.2* of this report.

2.4. Faculty

Summary

Since the last 5 year report, two (2) faculty members have completed their FERP, two (2) faculty members have retired, and one (1) faculty member has resigned for another position. The department has hired two (2) tenure track faculty members and currently has two open tenure track searches.

Tenure track requests since 2007

Year of Request	Replacement/New	Type	Hired/Open Search
2007	Replacement	System	Wang
2007	New Position	Public Services	Wakimoto
2011	New Position	Online Education/Outreach	Open Search
2011	New Position	STEM/Web Master	Open Search

Descriptions of Tenure Track Positions (Librarians hired in 2008)

SYSTEMS LIBRARIAN: OAA Position #: 08-09 LIBR-SYSTEMS-TT (Job Opening # 2515)

Responsibilities: Coordinating the planning, evaluation, and implementation of the Library's information technology systems, including the integrated library system and the Library's web presence. S/he will collaborate with library staff in investigating emerging Internet and information technologies, as well as take a leading role in long-range strategic planning for the Library's future information technology needs.

Desired Qualifications: We are especially interested in candidates with experience or demonstrated knowledge in one or more of the following areas: a) Integrated library systems and/or specifically Innovative Interfaces; b) Digital information and content-linking technologies; c) Interactive web design, including development applications and scripting languages; d) Web usability assessment; e) Instructional and library applications of emerging technologies (Web 2.0 etc); f) Online teaching and learning including the development of digital curricular, assessments, and tutorials.

PUBLIC SERVICES LIBRARIAN: OAA Position #: 08-09 LIBR-ONLINE/LITERACY-TT (Job Opening #: 2436)

Responsibilities: Teaching credit courses and other instructional sessions in the libraries'

information literacy program; providing instructionally focused reference services in person and online; serving as a subject specialist and liaison to disciplinary departments; and participating in faculty governance.

Desired Qualifications: Interest or experience in one or more of the following areas: online teaching and learning including the development of digital curricula, assessments, and tutorials; instructional and library applications of emerging technologies (Web 2.0 etc); web design and usability assessment; collection development and liaison responsibilities in the Sciences or Health Sciences.

Required Qualifications <u>for both</u> positions: ALA-accredited MLS or equivalent; ability to work collaboratively; effective oral and written communication skills; strong commitment to public service; and demonstrated commitment to engage in research and/or continued professional development.

Descriptions of Tenure-track Librarian Positions (Searches currently open)

<u>ONLINE SERVICES & OUTREACH LIBRARIAN</u>: OAA Position No. 12-13 LIBR-ONLINE/OUTREACH-TT

DUTIES OF THE POSITION: CSU East Bay is looking for an Online Education/Outreach Librarian who is a creative, team-oriented individual and who combines information literacy instruction, research expertise, outreach, and collection development in the social sciences. The appointee to this position collaborates with colleagues to design, deliver, and assess information literacy instruction with a focus on student learning in the online environment; develop, maintain, and assess instructional online tools for both information literacy and specific disciplines, integrating them into course curricula; and work with the wider community in Alameda and Contra Costa counties, particularly community colleges and feeder high schools, to develop strong relationships and help transition students to the university libraries' system.

The appointee to this position will participate in a full range of faculty responsibilities including teaching credit courses and other instructional sessions in the library information literacy program; providing instructionally-focused reference services in person and online; serving as a subject specialist and liaison to academic departments in the social sciences; providing in-depth research consultations for the assigned disciplines; assuming other responsibilities as assigned; and participating in faculty governance. S/he may be expected to participate in rotational duties at the Concord Campus and work occasional evenings and weekends. Librarians enjoy faculty rank and privileges and are expected to participate in the full range of Library faculty responsibilities and activities expected of a member of the tenure-track. This is advertised as a 12-month appointment with a possibility of 10-month appointment.

Required Qualifications: MLS from an ALA-accredited institution or equivalent; excellent oral, written, and interpersonal communication skills; familiarity with the principles of information literacy; ability to work collegially in a diverse, fast-paced environment; a strong service commitment; demonstrated knowledge or experience with online education; demonstrated knowledge or experience in creating electronic learning materials and using technology as a tool

for instruction; and demonstrated knowledge or experience with outreach services. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Additionally, applicants must demonstrate a record of scholarly activity. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: http://www20.csueastbay.edu/af/departments/as/

Desired Qualifications: Demonstrated knowledge or experience in academic libraries; familiarity with common information and instructional technology tools such as course management systems, bibliographic management software, tutorial creation software, etc.; outreach experience with communities such as community colleges or high schools; degree or scholarship in a social sciences discipline.

STEM/WEB LIBRARIAN: OAA Position No. 12-13 LIBR-STEM/WEB-TT

DUTIES OF THE POSITION: CSU East Bay is looking for a technically adept, forward thinking librarian to serve as the library's liaison to the University Science, Technology, Engineering & Math (STEM) initiatives, and also advance the library's online presence as our local web master. The appointee will lead web initiatives with an eye toward innovating design and functionality, and perform/supervise necessary updates and daily maintenance. As a STEM specialist, this appointee will leverage his/her knowledge of STEM disciplines to plan and create library services most relevant to these fields.

The appointee to this position will participate in a full range of faculty responsibilities including teaching credit courses and other instructional sessions in the library information literacy program; providing instructionally focused reference services in person and online; serving as a subject specialist and liaison to STEM departments; and participating in faculty governance. S/He may be expected to participate in rotational duties at the Concord Campus. Librarians enjoy faculty rank and privileges and are expected to participate in the full range of Library faculty responsibilities and activities expected of a member of the tenure-track. This is advertised as a 12-month appointment with a possibility of 10-month appointment.

Required Qualifications: MLS from an ALA-accredited institution or equivalent; excellent oral, written, and interpersonal communication skills; familiarity with the principles of information literacy; ability to work collegially in a diverse, fast-paced environment; a strong service commitment; demonstrated proficiency with web programming languages, coding and content management systems; demonstrated ability to identify and apply emerging technologies (e.g. mobile apps, social software) to library contexts. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Additionally, applicants must demonstrate a record of scholarly activity. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: http://www20.csueastbay.edu/af/departments/as/

Desired Qualifications: Demonstrated knowledge or experience in providing library services to STEM students, staff and faculty, and/or degree in a STEM discipline; experience planning, implementing and maintaining web-based services and initiatives; experience managing WordPress CMS-based web site; experience supervising professional staff and/or student workers.

Progress Toward Achieving these Positions

The two open tenure-track searches were approved by the Provost in early 2011. A hiring committee was formed and is moving forward with the hiring process. Position descriptions have been approved by the Dean and the Diversity & Equity Liaison Officer (DELO) and are now distributed.   A recruitment plan is in place. While the positions will remain open until filled, the review of applications began on Feb. 1, 2012 and on campus interviews were conducted in March 2012. Ideally, final candidates will begin their positions on July 1, 2012.

2.5. Resources

The library is one of the main resources on the campus. The library and library faculty have strong ties with Media and Academic Technology Services (MATS) for assistance with captioning streaming videos and for Blackboard assistance. However, the library faculty produces online tutorials independently. The library faculty does not require additional or unusual services from any units on campus.

2.6. Units Requirement

Not applicable to the Information Literacy Program.

3. Five-Year Plan

Summary

In the next five academic years (2012-2017), the library faculty plans to continue its on-going assessment of the information literacy program as well as expand its collaborative efforts with other departments to strengthen information literacy offerings.

3.1. Curriculum

Expected Action: Continue developing online content for LIBY credit courses.
Timeline: On-going. Created content to be reviewed each summer to determine which content modules should be updated.
Persons Responsible: Library faculty members who teach online and hybrid courses
Anticipated cost: approximately $500 every other year, in order to purchase the appropriate software

Expected Action: Continue developing assessments for LIBY credit courses.
Timeline: On-going
Persons Responsible: Library faculty members who teach online and hybrid courses
Anticipated cost: Library faculty time (unknown)

Expected Action: Develop additional Information Literacy curricula and materials for transfer, returning, & graduate students; including collaborative curricular development for Upper Division General Education Information Literacy designated (D4) courses in the Sciences and Social Sciences.
Timeline: On-going
Persons Responsible: Library faculty, especially liaisons in the Sciences and Social Sciences
Anticipated cost: Library faculty time (unknown)

Expected Action: Develop curricular maps for Information Literacy in disciplines and majors.
Timeline: On-going
Persons Responsible: Library faculty within their liaison areas; coordinated by the Instruction Coordinator
Anticipated cost Library faculty time (unknown)

3.2. Students

Expected Action: Block enrollment assessment
Timeline: Block enrollment is to be implemented in 2012-2013. Assessment of how block enrollment has affected the information literacy program will be undertaken in 2013-2014.
Persons Responsible: Library Instruction Committee
Anticipated cost: $0

Expected Action: Enrollment will remain steady or grow with overall student enrollment. The library faculty will need to assess the course offerings on a continual basis.
Timeline: On-going
Persons Responsible: Instruction Coordinator with assistance from the Instruction Committee.
Anticipated cost: $0

3.3. Faculty

Expected Action: Tenure track searches completed successfully.
Timeline: Tenure-track librarians to start on July 1, 2012
Persons Responsible: Tenure-track search committee, consisting of four library faculty members
Anticipated cost: Two full-time faculty member salaries

Expected Action: Assess the effectiveness of information literacy instruction by all faculty members, including part-time lecturers.
Timeline: On-going.
Persons Responsible: Instruction Committee, in conjunction with University Librarian and part-time/temporary librarian committee
Anticipated cost: Library faculty time (unknown)

3.4. Other Resources

Expected Action: Acquire more laptops and/or computer lab for instructional sessions.
Timeline: dependent on available resources and plans for restructuring the University Library building due to demolition of Warren Hall
Persons Responsible: Library faculty working with University Librarian
Anticipated cost: Costs are dependent on the laptops/computers purchased

Expected Action: Continue faculty professional development through monetary and time support for research and conference attendance and continue departmental workshops on information literacy.
Timeline: On-going
Persons Responsible: Library faculty; University Librarian
Anticipated cost: Variable and dependent on available funds from University Library budget and Provost's formula

4. External Reviewer's Report

To:	Linda Dobb, University Librarian
	Tom Bickley, Instruction Coordinator
	Diana Wakimoto, Chair, Library Curriculum & Instruction Committee
From:	Beth Blakesley, Associate Dean of Libraries, Washington State University, Pullman, WA
Date:	31 January 2012
Re:	External Review of CSU East Bay Library Dept. Instruction Program

The LIBY 1210/1551 program at CSU East Bay is quite strong, with an excellent instruction team and an impressive record of collaboration, assessment, and growth. The class is clearly having a positive impact on student performance and retention, as shown by data indicating that students who did not take either class had a 1% graduation rate, while those who did take the class had a 38% graduation rate. The 1210 course is solidly integrated into the first-year course clusters, which is something that many other programs struggle with achieving.

I would offer a few ideas and suggestions for future enhancements in the following areas:

Facilities. The loss of hands-on lab space is problematic. Hands-on learning is crucial for many aspects of information literacy education. As funding is available, labs with seats to match average class size should be built and equipped.

Infrastructure. Continue collaboration with General Education and Advising to market the courses and enhance their reputation. Explore scheduling mechanisms so that first year students would have to take LIBY 1210 within the first year of their studies (UMUC did this, so that students cannot register past 15 credits without taking LIBS 150). Explore making 1551 a available for a letter grade as well as CR/NC and/or required for transfer students.

Faculty and Course Development. Pursue professional development for assisting faculty to include more active learning in online courses. Develop tutorials that address multiple learning styles and move beyond recordings of a traditional lecture or demo. Provide more active learning opportunities in face-to-face and online courses. Encourage increased engagement in online teaching. Continue to incorporate methods of authentic assessment.

Instructional Personnel. Suggestions for growth of the program listed above will put further strain on already strained resources. It may be necessary to explore increased use of adjuncts for handling the course load. Although the equal sharing of the instructional load among the library faculty is in many ways positive, continued growth and continued changes in our field might require instruction to be viewed as a specialization (such as cataloging or systems administration) for some librarians.

LIBY 1210 and LIBY1551 make a valuable contribution to the teaching and learning mission of CSU East Bay. The Library faculty is to be commended for their work in implementing information literacy into the undergraduate curriculum.

5. Program's Response to External Reviewer's Report

The Library Department thanks Beth Blakesley for her external review of the Information Literacy Program. Below are responses to her report.

Facilities

The library faculty agrees that having hands-on activities in the classroom enhances the instruction for many of the facets of the information literacy instruction. Either access to a designated computer lab or access to an appropriate number of laptops would constitute adequate facilities. While the library has lost its dedicated computer lab due to the planned demolition of Warren Hall, the University Librarian recently purchased 40 laptops for use in instructional sessions which has offset our loss of computer lab space. This now enables us to meet the external reviewer's suggestion.

Infrastructure

The library faculty agrees and has been working on developing even stronger relationships with G.E. in order to assure that first-year students take the information literacy class during their first year. With block enrollment slated to begin in fall 2012, this may alleviate issues with students not enrolling in the required information literacy course in their first year; however, the effects of block enrollment are still unknown. The faculty will discuss the possibility of offering LIBY 1551 as a graded course (instead of only C/NR) and the process to make this change to the course in response to Ms. Blakesley's suggestion.

Faculty and Course Development

The library faculty is committed to continuous learning and improvement, as well as active learning and assessment. When possible, the University Librarian provides funding for professional development activities (including training, conference attendance, and research travel) and the Instruction and Curriculum Committee is working on ways to facilitate communication and sharing among faculty members on issues of pedagogy, assessment, and other teaching issues. The faculty is committed to active, engaged learning and authentic assessment as is shown throughout this report.

Personnel

The library faculty agrees that there is a strain on the faculty for teaching the number of courses necessary to fulfill student need. The faculty has employed adjuncts to teach multiple sections of the LIBY 1210 and LIBY 1551 courses over the last three years. The faculty supports the teaching mission of the university and the University Libraries and continues to evaluate the best ways of assigning teaching duties while maintaining the quality of instruction for our students.

Conclusion

Ms. Blakesley has highlighted areas that have long been discussed by library faculty. The unique nature of the formal library instruction program is a major focus of the faculty, but is always dependent on available resources, whether related to facilities, infrastructure, personnel, or budget (affecting both faculty development and personnel). The "valuable contribution" referred to by Ms. Blakesley is a source of pride for faculty as they strive to provide students with increasingly important information literacy instruction.

April 9, 2012

To: Michael Lee, Chair, CAPR

Fr.   Linda S. Dobb, Interim Associate Provost & University Librarian

Re: Five-Year Review Information Literacy Program Response

I have read the report of the Library's Instruction and Curriculum Committee and the External Reviewer and believe they give a fair, while a bit understated, assessment of our Information Literacy Program.

The Library Faculty have been teaching information literacy as a required course at CSU East Bay for over 15 years. The course does more than introduce students to the Library and the databases we receive; it makes a vital connection between students and the academic world they are entering at a University. It teaches them to create queries, find information, evaluate sources and become independent users of the tools they will need to write papers, discover fields of interest, and make progress toward a degree. Additionally, many of the students make connections with Librarians and this teaches them to inter-relate with faculty as instructors and mentors.

Reading the student comments about the information literacy class is always a joy. Many of the students start by being skeptical about the need for such a class and end by realizing that the class positions them to do work in all of their other courses. As the external reviewer has cited, graduation rates for students who take the 1210 class are much higher than for students who do not and, I believe, this is partly because of the content, partly because of the connections students make, and partly because they become--through this class--more familiar with the world of academia and the coin of its realm, knowledge.

I have been pleased to see the Librarians work conscientiously on pre and post test materials for their classes. I have tried to support their work by: hiring temporary faculty, as needed; giving release of one course per year to tenure-track library faculty; and supporting (as much as possible) professional development. We are working together to get another classroom built in the Library building, purchase more laptops to create mobile computing laboratories, and hire

additional tenure-track librarians. I am hopeful that each of these processes will be complete before the start of the 2012-13 school year.

Other areas for growth and change may come about due to: block scheduling (all students will be required to take 1210 as part of a block of courses in the first year); the new program design RFP (which I hope will have at least one program of course in which an embedded librarian is part of the redesign); more outreach and information instruction for graduate students; and changes in course management (either a new system or a better way of embedding library materials into Blackboard). Each of these challenges will, I am sure, be met with innovative ideas from the Library Faculty and willingness to lead the charge.

Even though the new WASC accreditation standards--which required demonstrated strength in information literacy--have been put aside for now, I believe the CSU East Bay Information Literacy Program continues to be a distinguished and distinguishing aspect of a CSU East Bay undergraduate degree. While other Library Directors within the CSU struggle to find measures by which to assess the effectiveness of their library programs, CSU East Bay is very fortunate to be able to both quantify and qualify, very specifically, the contributions our Information Literacy course (and the follow-up provided in our Reference Department and in guest lectures) make toward student retention and graduation. I hope to work with these talented librarians to continue to improve our offerings, and take it them to the next level for students and faculty as we face new ways of teaching and new curricula that are propelled by information and the creation of new knowledge.

Appendix I: Pre/Post Test (Information Literacy Survey)

This instrument is administered to all students at the beginning and at the end of each class to assess the students' current information literacy knowledge.

The goals for the course are as follows:

A successful, information literate student can:
1. Formulate a research question
2. Develop and apply appropriate search strategies
3. Evaluate strategies and results—revise as needed
4. Describe research processes and communicate results
5. Understand and apply principles of information ethics

Below is the survey. Beside each question is the goal number (1-5) the question is designed to address.

Information Literacy Survey

This anonymous survey is designed to help us understand your current development in information literacy. Please answer these questions carefully so that we can tailor our course to your needs.

1. You are asked to write a research paper on organic food and health. Which of the questions below is the best choice for your research question? (Goal 1)

☐ Does organic food contribute to better health? If so, how?

☐ What are the arguments for eating organic food to improve health?

☐ What is organic food?

☐ Don't know

2. Which of the following lists of topics are in order from very specific to very broad? (Goal 1)

☐ The History of the Universe; Our Solar System; Geography of Planet Earth; Mineral Deposits in the San Francisco Bay

☐ The Business of American Football; The Oakland Raiders; Professional Sports Heroes;

How to Succeed as a Student at CSU East Bay; College Students in California; The History of the American University; Higher Education Around the World

Don't know

3. Select the list of key words you would use to create a research question on the topic Recent Voting Patterns in California. (Goal 1)

election, California, voting, patterns

voting patterns, electorate, California

California, "voting patterns"

don't know

4. What is one characteristic of a good research question? (Goal 1)

It focuses on your point of view

It focuses on one angle of the topic only

It is complex and allows for in-depth discussion of the topic

Don't know

5. When you need to understand a topic that is unfamiliar to you, there are several places to begin. Which one would you NOT choose? (Goal 2)

peer-reviewed journal articles

the reference desk

an academic encyclopedia

☐ don't know

6. You are writing a research paper and have found a great book to use in the library catalog. In order to find more books like it in the catalog, what would you use to search? (Goal 2)

☐ Subject headings

☐ Date of publication

☐ Status of the book

☐ Don't know

7. When searching for information on the impact of popular movies on the values of modern society, which keywords would be most likely to give you useful results? (Goal 2)

☐ What is the effect of popular movies on modern society?

☐ movies impact society

☐ the impact of popular movies on modern society

☐ don't know

8. Linking your search terms by which command (Boolean operator) will tell the computer to narrow your search to include all terms? (Goal 2)

☐ OR

☐ AND

☐ NOT

☐ Don't know

9. Your professor tells you to use peer-reviewed journal articles for your next research assignment. What is a peer-reviewed journal article? (Goal 3)

○ an article written by a journalist for the general public

○ a book review

○ an article written and reviewed by experts in the field

○ don't know

10. Your professor tells your class that you can use websites as sources, but you need to evaluate the website. What do you look for when evaluating a website? (Goal 3)

○ You see if the website is a .edu or .org site because this means the website's information is valid.

○ You see if the website is current and cites its sources so you can tell that the information is valid.

○ You see if the website has advertisements and if it doesn't, then the information is valid.

○ Don't know

11. If you are searching an appropriate database and you get zero results, this may mean that: (Goal 3)

○ the database doesn't have any information on your topic and you need to try another database.

○ the database may have information about your topic, but you need to search using different words.

○ the database doesn't have any information on your topic and you should change your topic.

○ don't know

12. Your professor tells you to evaluate the journal articles that you have found for your research paper. What do you look for when you are evaluating the articles? (Goal 3)

⬚ currency, bias, relevancy, and authors' authority

⬚ currency, bias, and number of pages

⬚ relevancy, currency, and number of citations

⬚ don't know

13. You are asked to write a paper on "global warming." You discover that average temperatures have climbed 1.4°F since 1880, and the Arctic is feeling the effects the most. You decide that you want to know why and what can be done about it. Which of the following topic sentences would be best? (Goal 4)

⬚ The world is experiencing global warming and this paper will discuss why and what can be done about it.

⬚ It is suggested that average world temperatures have risen 1.4°F since 1880 and that the Arctic is experiencing the most effects. This paper will explore the reasons for global warming and describe recommended solutions.

⬚ It is suggested that average temperatures have climbed 1.4°F since 1880 and that the Arctic is feeling the effects the most, but it is also true that there have been warming and cooling periods in past history. This paper will look at the data, propose that this warming is normal, and conclude that concerns are unfounded.

⬚ don't know.

14. A news report that only presents one side of a story would be considered (Goal 4)

⬚ subjective

⬚ objective

⬚ unbiased

☐ don't know.

15. An annotation is (Goal 4)

☐ a concise description of an article, book, video, etc.

☐ a critical commentary on an article, book, video, etc.

☐ a summary of an article, book, video, etc.

☐ don't know

16. You are asked to write a research paper on hurricanes. You follow these steps: (Goal 4)

☐ research hurricanes, evaluate what you find, do more research, track your process, write your paper, and cite your sources

☐ research hurricanes, track your progress, write your paper, and cite your sources

☐ research hurricanes, decide on a research question, do more research, evaluate your information, track your process, write your paper, and cite your sources

☐ don't know

17. You paraphrase from an article you read in the journal Science. In order to use it in your research paper, you (Goal 5)

☐ put the paraphrase in your paper and add the article to your bibliography

☐ put the paraphrase in your paper, reference the article in the text, and add the article to your bibliography

☐ put the paraphrase in your paper and reference the article in the text

☐ don't know

18. Cal State East Bay has a policy on academic dishonesty. Which of the following is acceptable? (Goal 5)

○ working on a team project with others

○ providing materials to another with knowledge they will be improperly used

○ possessing another's work without permission

○ don't know

19. The term "public domain" means (Goal 5)

○ that information can be freely copied or used by anyone without permission

○ that information is available to the public, but they must still seek copyright permission

○ that information is available to the public and may be used without permission, but a small fee must be paid to the government

○ don't know

20. Fair use is (Goal 5)

○ the right to quote small portions of articles in a research paper

○ the right to quote a whole article in a research paper

○ the right to copy a whole article and share it with a friend to use in his/her research paper

○ don't know

Appendix II: Select Faculty Achievements

(CSUEB Library Faculty and Staff names appear in bold)

Tom Bickley

Publications
(2005-present). Compact Disc Reviews Editor and Reviewer for *The American Recorder.*
(2009). "Cornelius Cardew (1936-1981): A Life Unfinished/Cornelius Cardew: A Reader." [Review]. *Notes*, *66*(4): 766-768.
(2009). "Introduction," and "9% for Parking," *Deep listening anthology: Scores from the community of deep listeners,* ed. by Marc Jensen. Kingston, NY: Deep Listening Publications.
(2009). Curator's notes, and Performer/Composer (with Bob Marsh). "Microtonic meditations for endings and beginnings." *Earth Music: Ten years of Meridian Music: Composers in performance*. Minneapolis, MN: Innova, CD 751.
(2008). Co-authored with **Fenno-Smith, K.**, **Philibosian, S.**, and **Highsmith, D.** "Assessment: Builds Strong Programs Eight Ways! It's Good for You!" in *Moving targets: understanding our changing landscapes: Thirty-fourth National LOEX Library Instruction Conference proceedings, College Park, Maryland, May 4-6, 2006.* Ypsilanti, Mich.: Published for the University Library, Eastern Michigan University by LOEX Press.
(2007). Program notes for *Homage to St. Nicholas: Missa Sancti Nicolai by Franz Josef Haydn and St. Nicolas Cantata by Benjamin Britten,* Performed by Chora Nova, First Congregational Church, Berkeley, CA. 17 November.

Presentations
(2012). [forthcoming] "Active Learning: connecting Information Literacy concepts to life experience of music students" Music Library Association National Conference, Dallas, TX, February.
(2011). "Deep Listening for Recorder Players" workshops for the *San Francisco Recorder Society* and the *East Bay Recorder Society*, October.
(2011). "Natural History: a performance inspired by Pliny the Elder's writings on insects and birds" co-created and performed with Heloise Gold and Nancy Beckman, Meridian Music: Composers in Performance, San Francisco, CA, 9 February 2011.
(2010). "Chant Deconstructed – composing new music from medieval sources" The Art Monastery Project, Labro, Italy 11-13 May.
(2009). Co-presenter with Thea Farhadian, "Algorithmic Music: interactive aesthetics and decisions" CSU East Bay Math/Computer Science Dept. Colloquium, 1 June.
(2008). "The Cornelius Cardew Choir: Processes of Improvisation in a Community Choir" International Society for Improvised Music conference: Self and Community in a Trans-Cultural Age. Denver, CO, 5 December.

Korey Brunetti

Publications

(Forthcoming). "Encyclopedia of Media and Propaganda in Wartime America." [Review].
  Reference and User Services Quarterly.

(Forthcoming). Co-authored with Hofer, A.R. and Townsend, L. "Save a horse, ride a new train
  of thought: Using threshold concepts to teach information literacy." *Proceedings.* 2009
  LOEX Conference.

(2011). Co-authored with Townsend, L., and Hofer, A. R. "Threshold concepts and information
  literacy." *Portal: Libraries & the Academy, 11*(3): 853-869.

(2011). Co-authored with Townsend, L. "Biz of Acq: Collecting in the Cloud." *Against the
  Grain, 23*(2): 63-65.

(2009). "Encyclopedia of Substance Abuse, Prevention, Treatment, and Recovery." [Review].
  Reference and User Services Quarterly, 49(2): 195-196.

(2008). "Queer America: A GLBT History of the 20th Century" [Review]. *Reference and User
  Services Quarterly, 48*(2): 201-202.

(2007). Co-authored with Townsend, L. "Extreme (class) makeover: Engaging information
  literacy students with web 2.0." *E-Learn 2007 Conference Proceedings*.

Presentations

(2010). Co-presented with Hofer, A. R. and Townsend, L. "Expert opinions: Investigating
  threshold concepts for information literacy instruction." Presentation at the Library Research
  Seminar V at the University of Maryland's College of Information Studies, College Park,
  MD, October.

(2010). Co-presented with Prentice, J. and Townsend, L. "Let's try this again: Redefining the
  content of information literacy for a post-Google world." Presentation at the California
  Academic and Research Libraries Conference, Sacramento, CA, April.

(2009). Co-presented with Hofer, A. R. & Townsend, L. "Threshold concepts: High impact
  information literacy instruction." Invited presentation at the 2009 California Clearinghouse
  on Library Instruction conference, Moraga, CA, May.

(2009). Co-presented with Hofer, A. R. & Townsend, L. "Through the looking glass: Teaching
  information literacy with threshold concepts." Presentation at the 2009 Workshop for
  Instruction in Library Use (WILU) conference, Montreal, Quebec, CA, May.

(2009). Co-presented with Hofer, A. R. & Townsend, L. "Save a horse, ride a new train of
  thought: Using Threshold Concepts to teach information literacy." Presentation at the 2009
  Library Orientation Exchange (LOEX) conference, Albuquerque, NM, April.

(2008). Co-presented with Hofer A. and Townsend, L. "Taking the FYE online: A New
  platform for teaching information literacy instruction." Presentation at the California State
  University, Sacramento, First-Year Experience Regional Conference.

(2007). Co-presented with Townsend, L. "Extreme (class) makeover: Engaging information
  literacy students with web 2.0." Best practices session presented at *E-Learn*, a conference of
  the Association for the Advancement of Computer in Education, Quebec City, October.

(2007). Co-presented with Townsend, L. "Papa's got a brand new tag: Teaching information
  literacy with web 2.0." Poster Session at Conference on Information Technology, a
  conference of the League for Innovation, Nashville, TN, November.

Liz Ginno

Publications
(2005-2011). Editor, California Academic and Research Libraries' *Newsletter*
(2009-present). Peer reviewer for the journal *Art Documentation*
(2001-present). Peer reviewer for the journal *Reference Services Review*

Grants
(2008-2010). Library Database Project, Ruth Bancroft Garden, Walnut Creek. Grant: $1,000.

Doug Highsmith

Publications
(1988-present). Reviewer of books and online resources for *Choice.*

Presentations
(2008). Co-presented with **Ramsdell, K.** "Filling an Information Gap: Preparation and
    Development of the *Encyclopedia of Romance Fiction*—an Interactive Presentation,"
    Popular Culture Association Conference, San Francisco, CA.
(2008). "Adapting to Survive: Series/Genre Changes in Latter-Day Golden Age Comic," *Comic
    Arts Conference, WonderCon,* San Francisco, CA, February 24.
(2007). "The Rise and Fall of the American Romance Comic Book," *Comic Arts Conference,*
    San Diego, CA, July 28.

Aline Soules

Publications
(2011). "Mentoring at a Distance," section in *Librarians as Mentors in Librarianship for Adults
    and Students,* forthcoming from McFarland.
(2011). "The Balance of Authority and Responsibility in Middle Management," in *Middle
    Management in Academic and Public Libraries,* ed. Tom Diamond. Santa Barbara, CA:
    Libraries Unlimited, 2011.
(2011). Co-authored with Nielsen, S. "Developing Partnerships for Added Value," *The Frugal
    Librarian,* ed. Carol Smallwood. Chicago, IL: American Library Association, 2011, 190-
    195.
(2011). Co-authored with **Wakimoto, D.** "Evaluating Accessibility Features of Tutorial Creation
    Software," *Library Hi Tech 29*(1): 122-136.
(2010). "Where's Web," *Against the Grain 22*(5): 66+.
(2010). "Networking and Serendipity in Publishing," *Writing and Publishing: The Librarian's
    Handbook.* Chicago, IL: American Library Association, 2010, 37-38.
(2009). "E-books and User Assumptions." *The Journal for the Serials Community* 22:3, Suppl. 1
    (Nov.), p. S1-S5. DOI: 10.1629/22S1.
(2009). "New E-sources, New Models: Re-inventing Library Approaches to Providing Access,"
    presentation at the International Federal of Library Associations' World Library and
    Information Congress, Milan, Italy, August 26, 2009. Paper included in the proceedings at
    http://www.ifla.org/files/hq/papers/ifla75/179-soules-en.pdf. Also appeared in *Library Hi*

Tech News 27(2) (March 2010): 10-14.
http://www.emeraldinsight.com/about/news/story.htm?id=2845
(2009). Contributor to Smallwood, Carol, ed. "Librarians as Writers: Published Practitioners Share Their Experiences and Advice," *American Libraries 40*(6/7): 54-57.
(2009). Co-authored with Golomb, L. "Navigating the MLA Bibliography: Performance Across Vendor Platforms," *Journal of Electronic Resources Management 21*(2): 141-162.
(2009). "The Shifting Landscape of Electronic Books," *New Library World 110*(1/2): 7-21. [Highly Commended Paper, Emerald, 2010]
(2008). Co-authored with Ferullo, D. "Copyright Implications for Electronic Resource Management," in *Handbook of Research on Electronic Resource Management*. Hershey, Penn.: IGI Global.
(2008). "I Google, You Google, We Google," *Against the Grain 20*(2): 18-21.
(2007). "NewTypes of E-Books, E-Book Issues, and Implications for the Future," *Acquisitions Librarian* 19(3-4): 367-388.
(2007). "E-books: Acquisitions, the User, and the Future," *Against the Grain*, *19*(2): 34-38.

Presentations
(2010). "A Comparison of Biographical Information in Commercial Literary Databases and on the Open Web," Association for Library Collections & Technical Services' Collection Management & Development Section research forum, "Emerging Research in Collection Management & Development," American Library Association Annual Conference, Washington, DC., June 27.
(2010). Co-presented with Nielsen, S. "Embedding Information Competency in M.A. TESOL Programs," CATESOL 2010, Santa Clara, California, April 24.
(2008). Co-presented with Golomb, L. "MLA Bibliography Performance across Vendor Platforms," Modern Language Association annual convention, Dec. 28.
(2008). "E-books: definition, selection, users," American Library Association annual conference, June 28.
(2007). "The Final Spit and Polish," Winter Wheat Festival, Bowling Green University, November 10.
(2007). Co-presented with Mack, C. "The ACRL Spectrum Scholar Mentor Program: The Experiences of Mentors and Mentees," American Library Association Annual Conference, June 24.
(2007). "Maximizing Library Resources in an Online World." Webinar for Elluminate. Part I: Higher Education, May 3; Part II: K-12, June 5.
(2007). "Maximizing Library Use in Distance Learning," Alliance for Distance Education in California, Summit XVIII, March 15.

Grants
(2010-2011). Graduation Initiative. Principal Investigator. Grant: $20,000. Purpose: to alleviate students' financial burden for textbooks.
(2007). Faculty Support Grant. Co-principal investigator with **Fenno-Smith, K.** Value: $8,580. Purpose: To purchase software and related equipment to research, experiment, and create modules for the re-design of the LIBY 1210 information literacy course and other information literacy modules.

Diana K. Wakimoto

Publications

(2011). "While collaboration is increasing in the profession the LIS dissertation remains a solo-authored monograph (Evidence Summary)." *Evidence Based Library and Information Practice, 6*(3).

(2011). Co-authored with **Soules, A.** "Evaluating accessibility features of tutorial creation software." *Library Hi Tech, 29*(1).

(2011). "Decline in reference transactions with few questions referred to librarian when the reference desk is staffed by a paraprofessional (Evidence Summary)." *Evidence Based Library and Information Practice, 6*(1).

(2010). "Lack of congruence between analyses and conclusions limits usefulness of study of socio-cultural influences on student choice of LIS field in Greece (Evidence Summary)." *Evidence Based Library and Information Practice, 5*(3).

(2010). "Information Literacy Instruction Assessment and Improvement through Evidence-Based Practice: A Mixed Method Study." *Evidence Based Library and Information Practice*, *5*(1).

(2010). "Benefits of unionization still unclear for U.S. academic libraries and librarians (Evidence Summary)." *Evidence Based Library and Information Practice*, *5*(1).

(2009). Wakimoto, Diana. "Report on Information Literacy at EBLIP5 (News article)." *Evidence Based Library and Information Practice*, *4*(3).

(2009). "Seriously, Play!" *Info Career Trends*, March.

Presentations (CSUEB Library Staff name appears in bold)

(2011). Co-authored with Sherri Berger, Jesse Nachem, and **Collin Thorman.** "Breaking into the Archives: A Discussion for Graduate Students and Early Career Professionals," Panel Chair/Presenter, Society of California Archivists (SCA) Conference, San Jose, California, April 30.

(2011). "Community Archives," Poster Presentation, Association of Library and Information Science Education (ALISE), San Diego, California, January 4.

(2010). "Question, Find, Evaluate, Apply: Translating Evidence Based Practice to Information Literacy Instruction," Co-presented with Megan Oakleaf, ALA Annual Conference 2010, Washington, D.C., June 27.

(2009). "Information Literacy Instruction Assessment and Improvement through Evidence Based Practice: A Mixed Method Study," 5th International Evidence Based Library & Information Practice Conference, Stockholm, Sweden, June 29.

(2009). "Preventing a Digital Divide: Accessibility and Online Learning," Online Northwest 2009, Corvallis, Oregon, February 13.

Grants

(2011-2012). Principal Investigator, Local History Digital Resources Project (LHDRP), Library Services and Technology Act (LSTA) Grant, $5,000.

(2011-2012). Co-Principal Investigator with **Linda Dobb**, Jensen Family Collection Preservation Project, American Heritage Preservation Grant, Institute of Museum and Library Science (IMLS), $3,000.

(2008-2009). Principle Investigator, New Faculty Grant, California State University, East Bay, $1,200.

Jiannan Wang

Publications

(2010). "Information-Seeking Behavior of Science Faculty under a Challenging Economic Environment," *Journal of Library and Information Science*, *36*(2).

(2010). "Understanding Science Faculty Information-Seeking Behavior to Determine Collection Development Priorities." *Proceedings of 2010 California Academic & Research Libraries (CARL) Conference*.

(2008). "Toward Understanding International Students: A Study at Middle Tennessee State University." *The Southeastern Librarian*, *56*(3).

(2008). Co-author with Pozzebon, M. E., and West, K. "Providing and Managing Access to Subject Resources." *Tennessee Libraries*, *58*(1).

Presentations

(2010). Co-presented with **Kapteyn, P.** "Preparation for Release 2009B: A Library's Experience." Presented at the 2010 Northern California Innovative Users Group(IUG) Meeting, San Jose, CA, November.

(2010). "Understanding Science Faculty Information-Seeking Behavior in a Challenging Environment." Presented at 2010 California Academic & Research Libraries (CARL) Conference, Sacramento, CA, April.

(2010). "Understanding Science Faculty Information-Seeking Behavior in a Challenging Environment." Poster presented at the 2010 CSUEB Facutly Research, Scholarship, and Creative Activity Poster Exhibit, Hayward, CA, March.

(2008). Co-presented with **Cheng, T., Kapteyn, P.,** and **Nguyen, L.** "Creating a Branch Library with Innovative: An Experience from California State University, East Bay." Presented at the Northern California IUG Meeting, San Francisco, CA, November.

(2008). Co-presented with Townsend, L., and **Wakimoto, D.** "Online @ Your Library: Digital Resources for Research and Teaching." Presented at Back to the Bay Conference, California State University East Bay, Hayward, CA, September.