

LA SIERRA UNIVERSITY LIBRARY

July 1, 2014 to June 30, 2015

Submitted by

A handwritten signature in black ink, appearing to read "Kitty J. Simmons". The signature is written in a cursive style and is positioned above a horizontal line.

Kitty J. Simmons, M.L.S.
Library Director

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LA SIERRA UNIVERSITY LIBRARY

ANNUAL REPORT

2014-2015

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**LA SIERRA UNIVERSITY LIBRARY
PERSONNEL**

July 1, 2014 - June 30, 2015

Administration

Kitty J. Simmons, Associate Librarian, Library Director
Jill Start, Library Administrative Assistant
Jennifer Subriar, Library Automation Manager

Department of Public Services

Jeffrey deVries, Assistant Librarian, Reference, Department Chair
Hilda Smith, Assistant Librarian, Reference
Chelsi Cannon, Assistant Librarian, Reference and Special Collections
Christopher Drake, Media Services Supervisor
Sandra Hartson, Library Associate II, Circulation Supervisor

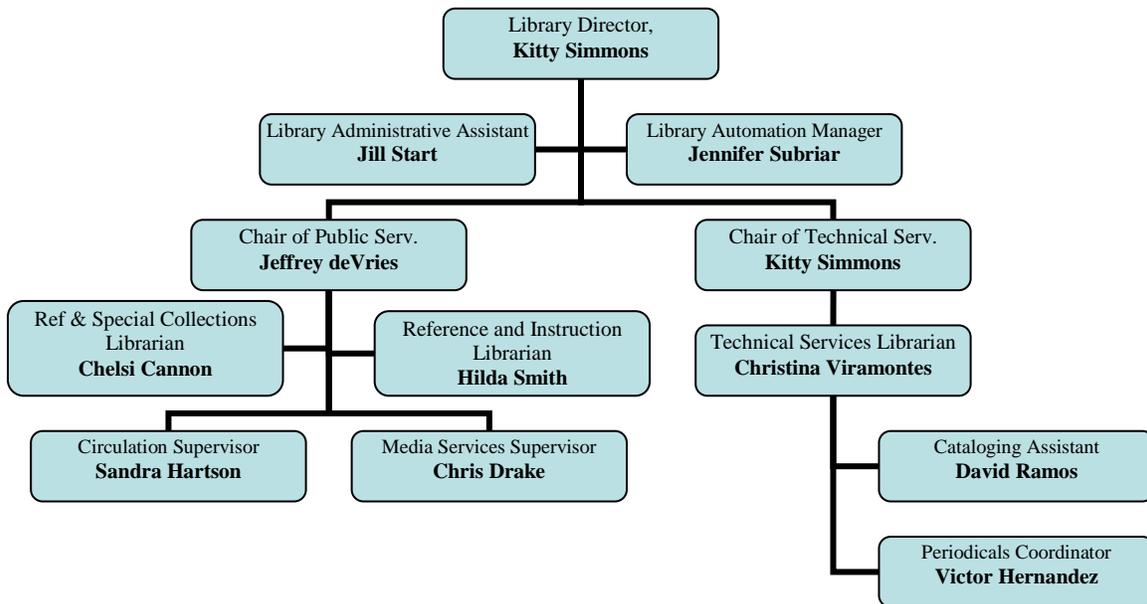
Department of Technical Services

Christina Viramontes, Assistant Librarian, Technical Services
Victor Hernandez, Library Associate, Periodicals Coordinator
David Ramos, Library Assistant, Cataloging Assistant

LA SIERRA UNIVERSITY LIBRARY

ORGANIZATIONAL CHART

2014-2015



LA SIERRA UNIVERSITY LIBRARY

MISSION STATEMENT

The La Sierra University Library is an information center that exists to support the teaching, learning, and research activities of the students, faculty, and staff of the university and secondarily to serve the general interests of the local community. The Library maintains an appropriate collection of print, audio-visual, and electronic materials; provides access to remote electronic databases and texts; obtains materials from other libraries; and offers a setting for study. In providing these services, the library staff is committed to meeting the needs of clients through integrity, competence, and efficiency in a context of caring, patience, and understanding.

DIRECTOR'S REPORT

July 1, 2014 – June 30, 2015

During the preparation of this report, we discovered much to be celebrated. The solid use of services and collections observed throughout the Library is a positive indication of the value being provided to students and faculty. Reading between the lines of facts and figures is the story of a dedicated faculty and staff fully engaged in fulfilling the Library's mission with competence, innovation, and enthusiasm.

Personnel

We enjoyed another year of stability in the area of Library personnel. During the University **Service Awards** presentation in the fall, Kitty Simmons received her forty year pin.

Financial Summary*

Item	Amount
Revenue	(\$13,001)
Operating expenses	\$485,359
Labor costs	\$859,644
Capital Equipment Expenses	\$143,998
TOTAL	\$1,476,000

* As of August 20, 2015. Final fiscal year amounts may differ.

Highlights of the Year

Collections

Two notable donations of materials were received this year. During the summer, Professors Winona and Vernon Howe brought over a large quantity of items from the estate of Winona's recently deceased brother Paul Scott. An avid collector of all things Adventist, his legacy to the Library's Heritage Room included hundreds of picture post cards, dozens of photographs and prints, collectable stamps, many commemorative items such as plates, bookends, and paperweights, and packets of hospital-related materials such as holiday menus. This donation also included about 300 SDA-related books. Another sizeable donation arrived later in the fall from the family of Siegfried Schaible, long-time professor at the University of California, Riverside. This gift enriched our collection mostly in the areas of religion and math.

Some noteworthy acquisitions for the **reference collection** were:

- *From the Brain to the Classroom: the Encyclopedia of Learning*
- *Steroids and Doping in Sports: a Reference Handbook*

- *The Oxford Dictionary of English Grammar*
- *Chemical Information for Chemists.*

Copies of the newly revised *Historical Dictionary of the Seventh-Day Adventists* were acquired for both the reference and Heritage Room collections.

The Library's roster of **electronic resources** was expanded this year with access to 30 additional titles in the *Gale Virtual Reference Collection*. An upgrade for this much-used resource is always appreciated by students. We were also able to add another *JSTOR* collection to our database roster. The *JSTOR Arts & Sciences Collection I* includes 176 titles with core journals in economics, history, political science, and sociology. This collection also contains titles in ecology, mathematics, and statistics. With the addition of this *JSTOR* collection, we will be able to replace print issues with online access to some 50 titles currently held in our print journal collection. We have reached the limit of database spending without an infusion of additional funds.

Events and Meetings

The Library continued its **annual reading program** during the summer of 2014 under the name "Open Minds, Open Books." The librarians took turns leading the discussion with fellow book-lovers joining in to report on whatever they had been reading. About ten participants usually gathered on Wednesdays in the Lincoln Room for these booktalks and lunch. Cookies were provided by the Library. Campus-wide emails were sent weekly to notify faculty and staff of this outreach activity and to report briefly on the previous week's reads. We continue to seek ways to market and refresh the book sharing experience.

Librarians and staff from the **University of Redlands** came over in July to visit and share ideas and experiences with our librarians and staff. We talked about assessment challenges, information literacy issues, collections, and other areas of common concern. At noon, a luncheon of Mexican food was served in the Library's atrium to all participants. We will be looking for other networking opportunities going forward.

The Library hosted a variety of other **social events** throughout the year. Several of these were planned with a special focus on our student workers to promote camaraderie and to show appreciation for their dedicated service. Our social calendar continued in August with the Library's annual beach picnic at Balboa Pier in Newport Beach. This event was attended by about 24 of our staff and guests.

The theme for the Fall **Library Colloquium** was "Putting You in User Experience." The program included videos and a PowerPoint presentation delivered by the Library Director. *Putting the User First: 30 Strategies for Transforming Library Services* was a useful resource for this forum. In late September, we welcomed our student workers back with a bagel and fruit breakfast.

The Library participated again at the University's **Employee Benefit Fair** in October. This year our table featured a "treasure" theme complete with treasure maps of the Library and a treasure

chest of treats. Coupons for a free book at the spring book sale were the prize for all who followed the map to find the Library's treasure.

We celebrated the year-end **holidays** with student/staff socials including the traditional Thanksgiving potluck, a Christmas ornament party, and a Christmas dessert buffet. We made snowman ornaments this year for the Library Christmas tree. Duffel bags were given as Christmas gifts to Library employees and special campus friends.

We continued our **De-Stress @ the Library** event during the week before final exams again this year. This program was initiated last year as a way to help students cope with exam-related pressures. In response to positive student feedback, this year's offerings were expanded from two quarters to all three quarters of the main school year. Activities such as a coloring table provided an artistic de-stress outlet. Snacks and beverages were also provided.

Under the leadership of Chair Lora Geriguis, the **Library Committee** met once this year. The focus of the January 2015 meeting was an update of Library issues and activities since the group last met in November 2013. Topics included the Library's personnel situation, budget and space items, and current projects. Activity related to the Library Undergraduate Research Prize (LURP) was also on the agenda.

At the end of January, the Library hosted a **New Faculty Orientation** featuring a haystack luncheon prepared by Library staff. Short presentations of Library services were made for about 12 attending teaching faculty with a building tour offered to close the event.

In early February, the annual **Isaac Backus American Freedoms Lecture** took place at the La Sierra University Church. This year's program was a special "Celebration of Civil Rights" to commemorate the 50th anniversary of the landmark 1964 Civil Rights Act. Featured speakers were Terrence Roberts, one of the "Little Rock Nine", and sisters Gloria and Marta Macias, who co-founded the *El Chicano* newspaper in 1968. The gospel choir *Another Peace* enhanced the evening's experience with their rousing performance of selections associated with the Civil Rights Movement. An audience of more than 200 people filled the church for this memorable event co-sponsored by the Library and the Department of History, Politics, and Sociology.

Later in February out came the poodle skirts, and the Library's **Hound Dog Diner** was set up in the Technical Services and kitchen areas. The Library's waitresses and kitchen crew took orders for 22 meals, serving our student workers and other staff made-to-order "hot dogs", fries, and milkshakes.

May festivities featured the Library's ever popular **Strawberry Festival**. We also hosted the **Speak Up @ the Library** event in May where we provided a buffet of delectable delights for students in exchange for their feedback on Library services. Barely into June, and it was time to bid farewell with a haystack lunch, cake, and good wishes to our graduating seniors and other students leaving their Library jobs. During Research Emphasis Week in May, the fourth annual **Library Undergraduate Research Prizes** were awarded. Genesis Moreira won the \$500 First Prize for her essay entitled "Sexting among Juveniles: A Rising Problem." Brianna Gutierrez received \$300 for her Second Prize winning essay about Ted Bundy entitled "The Unlikely Blue

Eyed Killer Next Door,” and this year’s \$200 Third Prize went to Ting-Yuan Chin for his essay entitled “The Importance of Regular Dental Visits.” A plaque listing the contest winner each year has been placed in the Library lobby to further promote this event. This annual effort is jointly sponsored by the Library and the Library Committee with funding from the Provost’s Office. The LURP Committee panel of judges, including Library and teaching faculty and student representatives, review both the student and partner librarian assessments of the research process as well as the instructor evaluation of the finished product. More intense marketing among faculty and potential student applicants would probably boost participation. Changes are also being planned to make it easier for students to complete the submission process.

Administrative Office Activities

The Library Administrative Office takes reservations for the **group study rooms** (8) and manages the Library’s **graduate study carrels** (14).

We are continuing to use the *SuperSass* online reservation service for **group study rooms**. With this system, students are able to make their own reservations online for up to four hours per day and up to two weeks in advance. Schedules are printed and posted at each study room at the beginning of the day. The rooms are unlocked so students can use unreserved rooms at will. Group study room reservations increased this year to a total of 401, showing a 40% increase over last year’s number.

This year’s rise in study room reservations reverses direction after two years of decline. The reservation numbers for the preceding years were disturbing since casual observation indicates steady use of these rooms, and student feedback consistently reflects high demand. In order to better assess this library resource utilization, we performed a (winter) quarter-long collection of **usage counts for our computer areas and the group study rooms**. The number of students using the rooms and computers were sampled at various times and on different days to collect a dataset that was then used to perform a statistical analysis giving insight into how often our resources are being utilized. A summary of the results are as follows:

	Full Capacity	Half Capacity	In Use
LICOL	2%	41%	89%
Public Computers	0%	0%	70%
Room 118	0%	19%	53%
Room 119	1%	26%	55%
Room 145	0%	0%	47%
Room 323	0%	5%	57%
Room 327	0%	3%	28%
Room 334	0%	10%	42%
Room 336	0%	5%	20%

"Full Capacity" indicates how frequently the resource was being fully used. For computers, this meant that students were being turned away because there were no free computers. For study rooms, we rarely see full rooms because students typically find rooms that have a capacity larger than their group size.

"Half Capacity" indicates how frequently at least half of the available capacity was being used.

"In Use" indicates how frequently at least one person was using the resource. Study rooms are most frequently used by only one or two students, so this gives a good estimate for study room utilization.

It is of some concern that the LICOL computers hit full capacity about 2% of the time (and this is more like 3-4% the first and last 3 weeks of a quarter, and 5% on Mondays). This means for roughly an hour and a half each week we are turning students away from using the library computers. Students typically prefer LICOL computers rather than the public computers because the public computers do not have Microsoft Word and other specialized software. Another advantage of LICOL is that students can print from LICOL computers using credit loaded on their ID cards. As a result of this study, we may consider making some of the public computers more useful to students.

Graduate carrel occupancy ranged from 8 during Fall Quarter to 14 occupied during Winter and Spring Quarters. Due to this year's strong demand for graduate carrels, we discontinued using one for open group study and assigned it to a graduate student in December.

The Library's annual **Book Sale** was held during the Spring Quarter, raising a total of \$1,736. All book sale funds are used for special Library projects. Books left over from the sale were sent to Better World Books for resale, recycling, or their literacy partner program. This year we received \$140 from Better World Books as payment for books sent after the 2013-14 sale.

Marketing

The Library has long been infused with a culture of service, and during recent years has become engaged in the campus-wide effort to develop a culture of assessment. One of the outcomes of both our service and assessment concentration has been a realization that a **marketing focus** is also essential to success. The goal of our marketing effort is to increase awareness, use, and appreciation of the Library's many offerings.

In addition to a continuing awareness of marketing opportunities maintained throughout the year, some previously initiated promotional activities were continued. Library Circulation staff produced interesting issues of our cleverly titled **Potty Post** quarterly bathroom newsletter. This publication, available in Library bathroom stalls and in the elevator, keeps Library patrons up-to-date on happenings in the Library and also includes searching tips, trivia quizzes, and other interesting features.

Library faculty and staff participated in several **University events** throughout the year including the HUB Festival, Faculty Benefits Fair, President's Barbecue, and several Freshman Orientation sessions. One of our goals for this effort is to increase Library recognition and use.

During the Winter Term we displayed our large vinyl **banner** in the atrium. This banner features an eye-catching graphic on a bright yellow background and includes our slogan "Meet Me @ the Library". It is intended to remind the campus community that the Library provides a comfortable and friendly space for getting together with friends, meeting with colleagues, studying with classmates, and much more.

The Library Administrative Assistant continued sending out a weekly email "newsletter" to all Library employees called ***La Sierra Happenings*** to highlight as many campus and Library activities and events as possible. After the *Eagle Cry* monitor was installed, the weekly email focus was narrowed to Library news. With on-site access to the *Eagle Cry* newsfeed, Library staff can become more aware of campus announcements and increase their outreach and participation in University activities.

During Spring Quarter we displayed a large banner in the Library Lobby which was designed by the University's Marketing Department to advertise the annual **book sale**. We also worked with staff from the University's Marketing Office to have an article about the book sale included in the *Riverside Press-Enterprise* newspaper. Throughout the year, we used OrgSync and FaceBook to feature Library news and to strengthen our connection with the University community. Ongoing effort will be needed to provide regular updates on our **social media**, keeping it current, relevant and fun.

Library Automation

Improving computing services is an on-going Library priority. The **Library Computer Lab** (LICOL) continues to be quite popular with periods of heavy use occurring frequently during the regular academic year. All LICOL equipment has been replaced within the last two years.

The University's Information Technology (IT) Department continues to improve **wireless access** in the Library by providing a shared 500Mbps connection to the Internet. We seldom hear student complaints about wireless connectivity and speed since recent changes have been made.

Several computers were purchased for both patrons and staff during the past year. Four new Dell Optiplex 3020 small form factor computers were added to the reference area for patron use. Two new Dell Optiplex 3020 mini-tower computers and one new monitor were acquired for staff use. We also acquired a new Dell laptop for the reference librarians to use during classroom instruction. Their older laptop was transferred to the Periodicals area to be used for inventory work. Two obsolete Mac computers were removed from service: one was sold to a staff member and the other returned to the IT Department.

To comply with last year's directive to move away from Windows XP, nearly all library computers have been upgraded to Windows 7. All new computers added this year arrived with the Windows 8.1 operating system installed. This new version of Windows is considerably

different from Windows 7 and is not well accepted by many users. To restore a level of familiarity and avoid productivity delays that learning a new system can bring, *Start Menu 8* was added to the new computers to emulate the Windows 7 startup menu and desktop appearance.

Below is a summary roster of the Library's current computer equipment:

Quantity	Public Device
14	General access computers
4	Catalog only computers (includes Print Station)
8	Computer lab computers
6	Laptops
1	Printers
1	Scanner
Quantity	Staff Device
24	Desktop computers
3	Laptops (1 netbooks)
16	Printers
2	Scanners

One of the Library's biggest changes this year was our new **website**, implemented for us by LSU webmaster Marcelo Vetter. The new design is a much better look, and visually and functionally matches the rest of the university website. The new website was implemented using TYPO3, which required that some of the library staff learn TYPO3, but overall the system is easier to maintain, and Marcelo is available for help as needed. The new website has allowed us to better customize our interface for users. One additional benefit of the new website is that it is "device-aware," meaning that it will work on smartphones, tablet computers, and desktop computers without change (though we can optimize for various devices if we need to).

Although the Reference Desk is set up for two librarians at the same time, downsizing over the past years has resulted in typically having only one librarian scheduled for duty there. Only one of the Reference Desk computers has been maintained for optimal service. During Spring Quarter when many students come for research sessions, a second librarian is often available. This year, our **second reference computer was updated** to include all the software necessary to perform all the duties normally done at the primary reference computer, allowing true simultaneous reference sessions.

Lessons were learned from **two major infrastructure problems** that occurred this year related to database access. The first problem was with *CASE*, Innovative's service that tracks which journals are available in each of our databases. *CASE* is used quite frequently, so when it went down in early November, the disruption was painful. Usually access issues such as this are quickly resolved, but in this situation, service was not restored for nearly a month! The data in *CASE* is also used by the link resolver *WebBridge*. *WebBridge* is the Innovative service we use to locate journal articles in alternate databases when they aren't available in the database currently being searched. Unfortunately *WebBridge* has been error-prone and unreliable since the initial implementation. It is a complex system that is very hard to set up and maintain. The

combination of losing access to *CASE* for weeks and ongoing problems with *WebBridge* led to an exploration for alternatives. In checking with the broader academic library community, we were encouraged to consider the Proquest *360 Link* system. The transition to *360 Link* was completed during the spring. We were able to very quickly get both the link resolver and the title list functions working, and it is very easy to maintain, and even customize: We have created custom links for such functions as filling in ILL requests for books and journal articles when we don't have them in our database, or searching our catalog or LINK+ for books. Overall, we are very pleased with this change which brings a major improvement to user services.

The second problem was with **EZproxy**, the software that allows off-campus students to access Library databases as if they were on campus. We first noted the problem when we went to make a small change and noticed that the server was down. Since the problem had not been reported, we have no idea how long the server had been down. When we contacted IT, they acknowledged that the computer had died and said they would have to move our service to a different computer. Due to a chain of unfortunate events, access was not restored for several days. This was a major inconvenience to our off-campus students, especially those in the Criminal Justice program. Their inability to access databases came at a critical time in the quarter when they were working on papers and other assignments. As a result of this scenario, a better process has been put in place to handle both communication and equipment issues when glitches like this happen again. For this specific problem, IT also has added dual servers behind a load-balancer so that a single machine going down won't take down our EZproxy off-campus access.

Near the end of Fall Quarter, we had a meeting with IT Department staff to discuss having the Library be a test site on campus for implementation of a video conferencing system called **Chromebox for Meetings**. They demonstrated how this might work in our Classroom 121. As part of this project, IT would be replacing the existing digital projector in the classroom and installing a screen. We are waiting for further word from the IT Department regarding whether or not the campus will be adopting this technology.

SmartCat

While we have had an overall good experience with *SmartCat*, our mobile library application, the upgrade to the Library's website has eliminated the most pressing need for access through a third party app. The new site is optimized for whatever platform is used for access. As a result, we do not plan to renew our *SmartCat* service in the year ahead.

During the second full (fiscal) year of operation, statistics show 3,865 *SmartCat* queries, a 41% drop from last year's number. Users per month (25) and total downloads of the app (292) were also considerably lower this year. It seems that library users are already turning away from *SmartCat* for the convenience of the new library website

Innovative Systems Administration

The Library Automation Manager fills a dual role of providing support for the Library's automation equipment and as **system administrator** for the Library's Innovative Interfaces, Inc. (III) Integrated Library System. This system is being shared with Pacific Union College (PUC).

No upgrades were made this year to our III Millennium library system. Innovative Interfaces continues to expand offerings for the new version of their integrated library system called **Sierra**. Migration from the previous generation Millennium platform we are currently using to Sierra would bring many changes. Although support for the Millennium system continues, most new features are being developed exclusively for Sierra. The cost for the new product exceeds the scope of the Library's regular budget, even shared with PUC, and will need to be funded as a special appropriation by University administration.

In the Millennium system, **load tables** are used to control the addition of bibliographic records so that they are coded correctly and displayed properly in the catalog. The load table problem we had been having to update records for our ebook collection has been resolved, but work continues on another problem relating to authority records.

In **summary**, Library computer services have been enhanced by the addition of new computers, upgraded systems, and in other ways mentioned above to make patron use of Library technology a more satisfactory experience.

Library Building and Facilities

This year we continued to make improvements to the physical appearance and functionality of the Library. A variety of **new equipment** was acquired for the convenience and work of both students and staff. Probably the most visible installation was the *Eagle Cry monitor* mounted near the lobby elevator. This was provided by IT, and we appreciate their effort to finally bring this service for campus news and events into the Library. The year's equipment purchases included a set of **foam book supports** for Special Collections, a **re/desensitizer** for book checkout, and a **sidewalk sign** for featuring events. The Library lobby was enhanced with the placement of two Herman Miller "**swoop**" chairs and a side table. We also added two more of these popular "swoop" chairs to an alcove on the third floor. Two study table chairs were repaired reupholstered, with plans to similarly refurbish more chairs in the year ahead.

We also purchased **sign frames** to update door signage throughout the library. Templates will be used to create inserts indicating room numbers and other descriptive information. Work to print these inserts and mount the frames will begin in the year ahead.

Over the past several years, we have added a considerable amount of **new art** throughout the Library. Most of this has been purchased with our special projects fund. Last summer several pieces were acquired at the Laguna Beach Sawdust and Art-A-Fair Festivals. The works from a variety of artists and media included glasswork, digital photography, and prints. A "forged gourd" vase was bought to display on a pedestal in the Library lobby. With this year's acquisitions, we were able to complete a grouping of three horse pictures on the third floor, a desert scene grouping on the first floor, and a colorful trio of pieces in the first floor quiet area. A distinctive framed "Shhh" poster was also hung in that quiet area. At the end of each quarter, the atrium was refreshed with **new plants**. During the Christmas season, beautiful poinsettias were displayed in the main lobby area and atrium.

New front doors were installed in the Library lobby during Fall Quarter. Although these doors are wired for card swipe access capability and connection with a central lock/unlock system controlled by Campus Security, these features have not yet been activated. We prefer to retain the flexibility of on-site control over Library access as long as possible. A **security camera** was also installed in the Library lobby during the fall which is being monitored by Security staff.

The Library **ceiling** continues to be a cause for concern. As a result of repairs requiring removal of ceiling tiles, many years of leaks, and the ordinary wear that four decades brings, the Library ceiling is looking increasingly shabby. This situation has been brought to the attention of University administration and we await their response.

Challenges for the Future

Although some of the items cited below have been included in reports of the past few years, they continue to present challenges into the years ahead. These are issues not easily resolved, and solutions will require collaboration with University administration and faculty as well as creative efforts within the Library.

Remaining **relevant** in an increasingly digital environment is a major challenge for libraries everywhere. Although the Library offers services and collections that can be essential to student success, an additional level of outreach is required to counter the too-prevalent misperception among many students and some faculty that “everything is on the Internet.” Library faculty and staff need to seek innovative ways to heighten engagement and awareness across the University community. Attracting more students to take advantage of Library resources is a daunting but necessary task. Once students discover the many benefits available for them here, they generally return for more. But too many of our students are missing out, and we must make a greater effort to reach them.

Another area of concern is how to effectively connect with the contract teachers who teach a large number of classes on campus. Developing a close relationship between all faculty and the Library is a long-standing goal since faculty are key in driving student interest and activity in the Library. The Library faculty and staff need an extra measure of creativity and persistence to strengthen ties with all teaching faculty. A Library that serves as a campus hub for learning and activity for both students and faculty with support by a dedicated, friendly, and well-prepared team of librarians and staff will have relevance to spare.

Although **budget** is always a limiting factor, this year’s reduced enrollment and accompanying library budget reduction are cause for concern. When this situation last occurred, the need for reduced funding was met by freezing (and eventually eliminating) a vacant library position. However, since that option was not available this time, the materials budget became the target for this year’s \$10,000 budget cut. Uncertainty over meeting next year’s enrollment goals resulted in an even greater materials budget reduction (\$20,000) for the year ahead. The University’s discouraging track record in restoring funding even when enrollment improves adds

to the concern caused by these latest cuts. Reduced funding for materials undermines the Library's ability to meet the information needs of students and faculty. In the current fiscal environment, there seems to be no possibility of hiring additional librarians. The kind of additional outreach and enhanced services we need to be offering are difficult to achieve with only two full time reference librarians. Two other librarians are responsible for other areas as well as reference work so their availability for new public service initiatives is limited. The robust activity often seen at the Library's Reference desk as students seek and receive librarian assistance is central to our mission. Having the library faculty take on a more proactive role in meeting the University's information literacy goals would be in alignment with what is happening elsewhere and would make a significant contribution here. The Library's personnel limitations seem daunting as we contemplate taking on new challenges without jeopardizing the existing quality of service.

Assessment continues to be a focus of activity across the University and an area for ongoing emphasis within the Library as well. Our approach has taken a variety of avenues including student focus groups, faculty department visits, classroom evaluation, and surveys. Maintaining the momentum necessary to conduct these and other assessment ventures while maintaining the equally important routine of everyday functions and enhancing our outreach efforts is a challenge that we must remain committed to meeting.

A **library expansion** to provide additional space for both materials and library users would bring many benefits to the University. With a larger facility we could make changes to address the revolution in library services and user expectations that has occurred since the existing building was designed more than 40 years ago. More areas for group study, electronically-enhanced project spaces, and a classroom equipped for computer interaction are examples of some of the technology-related improvements which could be included as part of any planned expansion. Additional event space could also be effectively used for cultural, educational, and social programs to draw every element of the University community to the Library. Revisioning for the Special Collections area, perhaps even to include the HMS Richards Library, would be an exciting part of expansion planning. Although the rate of collection growth is somewhat less in our increasingly digital environment, space for collections continues to be a challenge in the existing facility that could be alleviated in a larger Library. Compact shelving could alleviate current pressures and might also be part of a newly designed building. Since the Library is an integral part of the academic program, investment in this area should contribute significantly to a reputation of excellence among prospective students as well as throughout the campus community. Funding and undertaking the complex planning essential for this project to move forward are major challenges for the future.

In spite of the difficult challenges cited above, **the Library continues to fulfill its mission** and provides outstanding support for the academic programs of the University. The Library's faculty and staff are committed to providing high quality service and essential resources to the University community. We look forward to the future of both the University and the Library with enthusiasm and an expectation that our contribution to Christian education will continue to make a positive difference in the lives of our students and the University community.

LIBRARY ASSESSMENT PROGRAM

July 1, 2014 - June 30, 2015

Although this section of the Library Annual Report is specifically focused on assessment activities, a careful reading of the entire report will reveal that the culture of assessment permeates our work throughout the Library. Various assessment endeavors are included in the Director's Report (p. 7) Public Services (p. 28-29), and Technical Services (p. 52) areas of this Annual Report.

Library Performance Outcomes

The Library Performance Outcomes grid (p. 19), developed four years ago at the request of the University Assessment Committee, represents our coordinated plan to support and enhance the University's Learning Outcomes. For each year in our five-year assessment plan, one area of library academic outreach is identified, including high-level goals, expected outcomes, and assessment criteria, with the intent of maximizing impact and coordination with the University's overall goal of outstanding educational opportunity. The library's **website** was this year's chosen area of emphasis. The outcome for work in this area is to "provide a website that serves effectively as a gateway to the Library's collections and services."

According to the University's webmaster, the Library is one of the most visited destinations on the University website. It performs a critical role in the discovery and dissemination of authoritative information and research for the University's many scholars, both student and faculty. And while, according to Harvard's renowned president, Charles W. Eliot, "The library is the heart of the university," the library website is the circulation system, spreading needed information throughout the body. One of our assessment goals for this past year was to improve that circulation system.

Library Website Goals, 2014-2015:

- Move library website from a separate server and collocate with university webserver.
- Change library website design to better match the university website.
- Streamline interface to remove accumulated incremental changes.
- Improve organization and menu structure.
- Remove bottleneck of having very few library personnel who could make website changes.
- Purge/replace old or irrelevant information and web links.
- Fix broken journal link resolver.
- Improve online journal maintenance, tracking, and use.
- Address content requests from faculty and students.

Those who used the Library **website** before this year's changes were implemented will observe by comparison that many of the primary goals listed above have been achieved.

University Webmaster Marcelo Vetter provided a major thrust for this effort by creating a new website for the Library. Using the TYPO3 webpage technology adopted for building the University website, Marcelo was able to re-implement an improved version of the old Library website, and integrate the new Library website into the existing University website. This simultaneously solved many of our existing problems: eliminated the need for a separate server for the Library website, brought the visual design of the Library website into alignment with the design for the rest of the University, implemented the Library website with an easy-to-use design tool that could be used by multiple Library personnel, removed a fair amount of antiquated data and links from the old Library website, and utilized structured design techniques which streamlined the usage flow and menu structure of the new Library website. Library personnel learned to use TYPO3, and throughout the year have made many changes and updates using this new system. The result has been a substantial improvement.

Another area of weakness on the old Library website was the **link resolver**. A link resolver seeks alternate sources for a resource if the full-text is not available in the source currently being searched. The user is “linked” from the initial search to the database where the target article is located. We had, for many years, been using a link resolver from our library system vendor called WebBridge. We also used CASE, the companion service which provided direct access to our electronic journal collection on an A-Z list basis. Unfortunately, these tools never worked reliably for us and were complicated to set up and maintain. After a vendor problem that shut down access to CASE for nearly a month during Fall Quarter, we decided to make a change. During Winter Quarter, Proquest’s 360 Link was implemented, replacing WebBridge and CASE. This has been a significant improvement, and we are very pleased with the new system. We have even been able to customize it to better provide service for our users.

The Library website provides an option for remote users to access online resources through a **proxy server**. New proxy servers were added this year, bringing much needed improvement in service to our off-campus users, including Criminal Justice students and students working at home. In the aftermath of an unexpected disruption of service for remote access during Spring Quarter, we worked with the IT Department to create multiple, redundant proxy servers, situated behind a failure-detecting load-balancer, to greatly reduce the chance of a similar failure in the future, and significantly improving our reliability and accessibility.

We also made a considerable effort to align **online content** with the needs of faculty and our students. The Library’s roster of electronic resources was expanded this year with access to 30 additional titles in the *Gale Virtual Reference Collection*. An upgrade for this much-used resource is always appreciated by students. We were also able to add another *JSTOR* collection, a favorite of faculty researchers. The *JSTOR Arts & Sciences Collection I* includes 176 titles with core journals in economics, history, political science, and sociology. We followed up on a request from School of Business faculty to replace *LexisNexis* with *WestlawNext* and to add access to *Datastream*. After speaking with other relevant faculty and taking other factors into consideration, we decided against making either of the requested changes this year.

While meeting or exceeding many of our library website goals, one area that needs additional work is the **removing and updating of old information**. The library website rewrite eliminated many obsolete links on the main library pages, but information buried deeper on the website needs more attention. This is a labor-intensive process, requiring a significant time commitment. Given our many other duties, it is sometimes difficult to make website culling and maintenance a priority, but this task must be done diligently and persistently to improve user experience. We will continue to work on this goal.

On the University to “Library Alignment Matrix” (p. 19) the website Library Performance Outcome, aligns with the following University Learning Outcomes:

- Demonstrate general and discipline-specific knowledge and skills
- Acquire, critically evaluate, and synthesize information
- Communicate effectively with others

In examining our alignment in these areas with University Learning Outcomes, the Library website seems to be on target. In terms of **general discipline-specific knowledge and skills**, the library is the go-to source for a wide variety of topics and academic disciplines, clearly one of the best resources on campus. The evidence for this observation comes from website traffic and feedback from students and faculty alike. In addition to domain-specific journal databases and books, we also have multidisciplinary print and online sources such as *Academic Search Premier* and the *Gale Virtual Reference Library* which provide materials from a wide cross-section of disciplines. Our new website only adds to the accessibility and ease with which students and faculty can utilize these resources.

To help students **identify, evaluate and effectively use web site sources**, the librarians engage in both classroom instruction and one-on-one reference service. Last year the librarians report instructing about 1,700 students in more than 100 classes on the methods of research and discovery. They have also taught C-SAS 4U classes specifically on the research process and scholarly tools and techniques. Efforts to provide online instruction for distance learners are also documented. So, in addition to our being the best source for information, we also provide the tools and training that allow students to synthesize and intelligently evaluate the information that we provide. Of course, the fruit of these endeavors is students who can create independent research, with proper and relevant sources, consistent citations, and well-reasoned and critiqued arguments, **effectively communicating** new ideas with current and future researchers. The annual LURP prize winners illustrate student success in each of these areas of alignment.

Library Strategic Plan

The five year span of our **current Strategic Plan** (p. 20) comes to a close this year. In reviewing the detailed list of tasks designed to accomplish each of the Strategic Plan goals and objectives, we observe that much work envisioned five years ago has been accomplished. Examples include participation in new faculty orientation, partnering with

an academic department to host an annual cultural event, initiation of a new opportunity for student interaction (Passport program), development of brochures featuring library services for faculty and students, preparation of videos to use in bibliographic instruction, setting up a current events TV viewing area, improvement of the library web site, and much more. Although some tasks have not been completed, and many are of an ongoing nature, a considerable amount of progress has been made to fulfill the Strategic Plan.

The goals of the current Strategic Plan are broad enough to support another round of tasks, but we may want to consider alternatives to the Strategic Plan process or revising the existing goals before moving ahead with a re-boot. During 2014-15, preparation was begun for a **new round of strategic planning** in the Library. The Fall Colloquium focus on the **User Experience** set a direction for this effort. Continuous changes in technology coupled with higher expectations of students and faculty drive academic libraries to seek innovative paths for sustainability and relevance. Leveraging positive aspects of the library user experience is a multi-faceted approach with a promising potential for success.

Topics related to strategic planning were included during this year's monthly staff meetings. This year's goal was to develop an **experiential brand or "way we serve" statement** as defined by psychologist/author Joseph Michelli and described in a library context by Temple University librarian Steven Bell. The purpose and usefulness of this exercise were discussed during the Fall Colloquium. The statement is intended to serve as a touchstone in guiding staff relationships with library patrons. The phrase should guide all staff actions as they build relationships with the user community and provide service. The process began with a review and reaffirmation of the Library's mission statement and a discussion of our core values. During subsequent meetings we prepared responses to the following questions:

- What are we exceptionally good at?
- What makes the Library unique? What do we do/provide that doesn't happen elsewhere?
- Who are our users and what do they want/need?
- How can we meet those needs?
- How do we want people to feel as a result of being served here?

During our June staff meeting there was general consensus to accept the following as the Library's "way we serve" statement:

Welcome to your destination for success in learning.

In anticipation of leading out in the effort to re-boot the strategic planning process, the Library Director read *Strategic Planning and Management for Libraries*, many journal articles, and networked with colleagues engaged in similar work. One step omitted from development of the previous plan was attention to a vision statement. Given challenges to the traditional library model and the sea-change seen in many academic libraries, it seems prudent to begin any new planning process with a careful consideration of our vision for the La Sierra University Library. Once a clear vision has been articulated, the work of developing a roadmap to guide our work for the next several years will get underway.

University to Library Alignment Matrix

<i>Assessment Year</i>	<i>Library Performance Outcomes Listed below</i>	<i>University Learning Outcomes Listed right</i>	Discipline-specific knowledge/skills	Get, evaluate, synthesize info	Appreciate differences	Communicate effectively	Act in ethical & socially responsible ways	Demonstrate knowledge of SDA heritage, culture, values	Reflect on spiritual life and development
2013-14	Library Instruction		X	X		X		X	
2014-15	Website		X	X		X			
2015-16	Displays				X		X	X	X
2016-17	Study Space			X		X			
2017-18	Collections		X	X	X		X	X	X

University Learning Outcomes (2009)

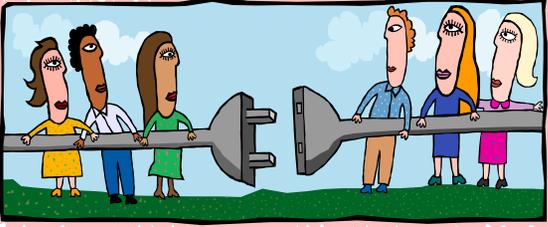
La Sierra University is committed to providing a high-quality education in a Seventh-day Adventist environment that embraces diversity and service. La Sierra University strives to encourage intellectual, moral, and spiritual development in all of its students. More specifically, La Sierra University graduates will be able to:

1. Demonstrate general and discipline-specific knowledge and skills
2. Acquire, critically evaluate, and synthesize information
3. Understand and appreciate differences (e.g., scientific vs. non-scientific evidence, different belief systems, various cultural perspectives, etc.)
4. Communicate effectively with others
5. Act in ethical and socially-responsible ways
6. Demonstrate knowledge about Seventh-day Adventist heritage, culture, and values
7. Reflect on their spiritual lives and development

Library Performance Outcomes (2011)

1. Develop and deliver a program of library instruction extending from basic information literacy to life-long learning skills
2. Provide a website that serves effectively as a gateway to the Library's collections and services
3. Extend the Library's educational reach through a program of visually interesting displays featuring ethical issues, current events, Seventh-day Adventist-related themes, curriculum-based topics, and more.
4. Feature an environment conducive to study, research, and contemplation, as well as collaborative learning
5. Provide a collection of relevant and useful materials representing a variety of views and supporting all areas of the University's curriculum. Resources related to issues of ethical and spiritual development can be found in the Heritage Room, main stacks, and in databases provided through the Library website.

La Sierra University Library Strategic Plan 2010-2015

		
<p>Develop Services and Interactive Partnerships</p>	<p>Strengthen Collections and Resources</p>	<p>Improve Facilities, Infrastructure and Physical Environment</p>
<ul style="list-style-type: none"> • Work with teaching faculty to advance the Library's instructional function 	<ul style="list-style-type: none"> • Build and sustain collections that align with the University's curriculum and mission 	<ul style="list-style-type: none"> • Provide a functional, inviting, safe environment for library users with options for collaboration, quiet study, and social interaction
<ul style="list-style-type: none"> • Increase the level of communication, cooperation, and interaction with teaching faculty 	<ul style="list-style-type: none"> • Expand the development of electronic collections in response to both current and future needs 	<ul style="list-style-type: none"> • Build and maintain a robust technology infrastructure responsive to changing needs
<ul style="list-style-type: none"> • Strengthen the Library's connection with students, including those in Distance Learning Programs 	<ul style="list-style-type: none"> • Continue development of the Library website as the gateway to library collections and services 	<ul style="list-style-type: none"> • Optimize the use of space to best accommodate needs of the Library's staff, users, and collections
<ul style="list-style-type: none"> • Strengthen relationships with other University support entities: IT, C-SAS, Student Life, Chaplain's Office, Counseling Center, etc. 	<ul style="list-style-type: none"> • Enhance the relevance of special collections, to include strengthening the archival function 	<ul style="list-style-type: none"> • Recruit and retain a staff sufficient in both quantity and quality to deliver the Library's program of services and resources

Student Focus Group—Speak Up @ The Library

Critically important to a vibrant, connected Library is the active collection of assessment feedback from our patrons. For the past few years we have invited the campus community to a focus group event in the Library Atrium called Speak Up @ The Library. This experience is designed to encourage students to offer comments on how well the Library is currently serving them and to solicit ideas for how the Library could serve them better in the future. Participants were guided to visit each of three areas set up for their feedback and then invited to help themselves to a buffet table of tasty snacks. A librarian was posted next to each table displaying one of three questions. Each station was equipped with colored markers and large pieces of paper taped to the windows. The librarians talked to students about the questions and invited them to record responses on the “wall” with the colored markers.

The three questions posed during this year’s May event emerged from discussions among the librarians about what we wanted to learn from this experience:

- What is essential to your **academic success**?
- What does your **library experience feel like**?
- What do you want to **tell us**?

We had a turnout of about 100 students over a two hour period, and the participation was enthusiastic. This was about the same turnout as we had last year. All responses were recorded for later review and consideration. Among the many responses, the top few for each question are summarized below.

Students reported that a variety of campus assistance factors are essential to their **academic success** including tutors, study groups, and helpful faculty as well as library related support. Online databases and other resources, providing study space and computers, and helpful librarians were among the library factors mentioned as contributing to academic success.

Students most often gave a “quiet feeling” response to the question about what their **library experience feels like**. Many also listed study-related feelings. For example, “Whenever I am at the library, I feel productive.” Other comments focused on the connection with librarians and staff. “It feels like the summer breeze of freedom knowing there are friendly staff willing to help carry the heavy burden of our research paper bibliographies.” Responses to the library experience question were overwhelmingly positive.

In addition to the oft-repeated requests for longer hours and food, students mentioned a lot of other areas in what they wanted to **tell us**. Suggestions included a nap room, more computers, and an area with music. Appreciation was expressed for available resources, for comfortable study space, and for assistance provided by librarians and staff.

In conclusion, this event was a successful opportunity for students to share both their concerns and appreciation for the Library directly with faculty and staff. Although responses were mostly as expected, they provided confirmation of our awareness of student preferences. We are gratified to see how well our Reference services are appreciated and that patrons are finding us

helpful for their research and study needs. The need for more effective marketing was also noted since some students seem unaware of existing resources/services. We will continue to implement suggestions that can be funded and that seem appropriate for the Library space. For example, this year we added four new “swoop” chairs, two in the lobby and two in an upstairs seating area, in response to student requests for comfortable furniture. In response to the request for food, we expanded the “de-stressing” program initiated last year before final exam week in which we provided hot cocoa, flavored water, granola bars and other snacks. We will be reviewing feedback recorded from this year’s Speak Up event closely when planning improvements for the year ahead.

Speak up!

Let your voice be heard!

Thursday, May 21st

Between 3-5 pm

Library Atrium

FREE SNACKS

Let the Library know how we can better serve you.



What if you had the chance to **SPEAK UP** on ...



What is essential to your *academic success*?

What does your *library experience* feel like?

AND

What do you want to *tell us*?

Faculty/Staff Focus Group-- Department Meetings

As part of the Library's long-term assessment plan, we strive to visit every academic department and school over a three-year cycle. These meetings serve as focus groups providing opportunities for direct feedback related to library collections, facilities, and services. The departments met this year include:

- School of Business
- Divinity School
- Music
- World Languages
- Communications
- Math and Computer Science

Although we have also met with other campus offices as part of this program in the past, none were included on this year's roster of visits.

At least two librarians attended each of these meetings. An Evaluation and Assessment Form (p. 26) is used to provide a level of consistency, to guide the discussion, and to record comments for review afterwards. This activity enables us to maintain open **communication** with University faculty, one of our primary constituency groups. Needs for additional budgetary and human resource support have emerged as a common thread which poses challenges within our current constraints. However, becoming more aware of specific needs is an essential part of developing a strategy for improvement.

During the meeting with the **School of Business**, faculty suggested the addition of two new databases: *Datastream*, a database for financial and economic research data that includes a range of charting and reporting tools, and *WestlawNext*, a legal database used by many law schools. They seemed to find less value in the currently available financial databases *Mergent* and *Valueline*. Although *Datastream* would not really be a substitute for either of these databases, we considered whether it might be added in place of one or both. Budget limitations prohibit the addition of any new database without cancelling another of equivalent cost. Unfortunately, in spite of persistent efforts, we were unable to get pricing information from the *Datastream* provider before the end of the year. We are still pursuing that option. In order to add *WestlawNext*, we would need to cancel our subscription to *LexisNexis*, which provides similar information. An advantage of *WestlawNext* is that since the same publisher also provides some of our print legal references, the same search keys could be used in both print and online sources. After contacting History, Criminal Justice, and Education faculty for comment, we determined no strong preference for either product over the other. When our initial price quote from *WestlawNext* inflated, putting it over the cost for *LexisNexis*, we elected to not make a change at this time. We may revisit this decision again in the future depending on budget improvement and changing faculty preferences.

Chelsi Cannon attended the **Divinity School** meeting to share information regarding the Adventist Digital Library initiative, the *SDA Periodical Index*, and other resources available through the Library's Heritage Room. Hilda Smith highlighted some of the print sources in the Library's reference collection. Questions were raised and answered concerning textbooks, book requests, and the addition of online resources.

Music faculty were interested in details related to LURP and the *Naxos Music Library* which provides online streaming access for a variety of music genres. They also requested a list of currently received print journals which was subsequently provided.

The **World Languages** Department meeting was well attended with both full time and contract faculty present. The discussion included Blackboard support, library instruction, collaboration on library assignments, and putting materials on Reserve. One of the faculty recommended two DVDs for the collection which were subsequently purchased.

Faculty in the **Communications** and **Mathematics and Computer Sciences** Departments seemed satisfied with the current level of library support for their students and faculty. No specific recommendations were made by either department.

Department: _____ Date: _____

Reviewer: _____ Length of Meeting (min): _____

Which of the following topics were covered (check all that apply)?

- | | |
|---|---|
| <input type="checkbox"/> Availability of Library Instruction | <input type="checkbox"/> Blackboard Assistance Available |
| <input type="checkbox"/> Subject-Specific Databases | <input type="checkbox"/> Subject-Specific Research Guides |
| <input type="checkbox"/> How to Order Books and Media* | <input type="checkbox"/> Placing Complimentary Textbooks on Reserve |
| <input type="checkbox"/> Incorporating Library Research into Assignments* | <input type="checkbox"/> Invitation for Librarian Collaboration* |
| <input type="checkbox"/> Requesting Discipline-Specific Research Methods* | <input type="checkbox"/> Future Planning* |
| <input type="checkbox"/> LURP Awareness | <input type="checkbox"/> Library Improvements or Suggestions* |

*Please record any feedback, if given, on the following topics. Use the back of this form for any additional notes.

Were there questions or suggestions on ordering books and other media?

What is your research process? Does the Library meet your research needs? How can we improve supporting you in your individual research efforts?

What are ways that Library research could be incorporated into your assignments? How may we help?

Looking forward, are there directions that your department is taking for which the Library should begin to prepare?

In general, has the Library been meeting your needs? What can we do better?

DEPARTMENT OF PUBLIC SERVICES

July 1, 2014 – June 30, 2015

Personnel

Department Chair/Reference Librarian	1.00
Reference/Instruction Librarian	1.00
Reference/Special Collections Librarian	1.00
Technical Services Librarian	0.10
Library Associate II	1.00
Media Services Supervisor/Blackboard Support	1.00
Student Assistants	<u>5.30</u>
Total	10.40 FTE

Highlights of the Year

Reference Services

One of the most important Library service areas is our Reference Desk. Students, faculty, and our community patrons can find a friendly, helpful professional librarian there, eager to help with informational, learning, and research needs. In addition to the Reference Librarians, Technical Services Librarian Christina Viramontes is also included in the Reference Desk rotation. This team provides reference desk coverage during 62 hours of the Library's 80 open hours weekly.

Our reference statistics for this year are as follows:

Query Type	2014-15	2013-14	2012-13	% diff 2014	% diff 2013
Short	2,762	3,174	3,239	-13%	-15%
Long/Research	1,680	1,465	1,201	15%	40%
Email	152	139	138	9%	10%
Total	4,594	4,778	4,578	-4%	0%

Long format/research questions again increased this year by an additional 15%, for a cumulative increase of 40% since two years ago. This is most likely due to our continued success in increasing awareness of reference services among both faculty and students. Possibly as a consequence of the rise in research questions, we saw a sharp decline in short queries. When librarians are responding to a long/research question, they are less available for the short questions.

About 600 of the long/research questions (36%) are from our continuing program of meeting with each ENGL 113 student individually for a research paper consultation. During this 20-30 minute interview, librarians discuss the different types of research resources available here and demonstrate how to search for books, encyclopedia entries,

and journal articles. We also offer advice on forming a topic, structuring the research paper, and citation basics. Since most of these encounters occur during Spring Quarter, they present a heavy load for the reference librarians. In addition to ENGL 113 students, other classes have also started requiring their students to schedule one-on-one sessions with a reference librarian. When possible, we try to have two and sometimes three librarians available for these sessions, but we are hitting a personnel limit in terms of having the capacity to cope with the demand. Since this work is usually quite intense, functioning for hours at an optimal level of engagement can become stressful for the librarians.

There has been some discussion on what steps might ameliorate the situation, but nothing definite has yet been proposed. Although asking faculty to recommend rather than require these one-on-one reference session might be a solution, we are reluctant to make that suggestion knowing that those who need it most are least likely to come if not required. The strong demand for reference service is gratifying since it signals confidence in our work by the teaching faculty and an understanding of the student need for the kind of literacy instruction and research guidance that librarians can provide. The sessions also provide an important opportunity for creating good relationships with students.

Short written “reflections” from some of these students about their research sessions have been collected as an assessment tool for evaluating reference service. In order to provide more focused feedback we are moving away from a narrative follow-up to a new questionnaire for the ENGL 113 students. Here is a summary of this year’s questionnaire results:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Score*
Overall, the meeting was useful to me	64%	34%	2%	0%	0%	4.63
I feel more confident about finding sources	49%	36%	15%	0%	0%	4.34
My questions were answered	51%	46%	3%	0%	0%	4.47
The librarian was helpful	68%	31%	2%	0%	0%	4.66
The librarian made me feel welcome	68%	25%	7%	0%	0%	4.61
I would talk to a librarian again if needed	61%	29%	10%	0%	0%	4.51

Next year’s questionnaire will include a reworded third question. "My questions were answered," will be changed to "The questions I asked were answered."

* The weighted-score is scaled from "Strongly Agree"= 5 to "Strongly Disagree"= 1.

As part of our library assessment program this year we initiated an examination of ENGL 113 research papers for evidence of the library's role in the writing process, either through bibliographic instruction (BI) or reference desk consultations. Specifically, we are reviewing the Works Cited or Reference section, looking for tell-tale signs of library involvement, such as the use of online resources, journal databases, and government websites for statistics (such as the CDC or NIH). We are also interested in the ratio of "good" sources to less authoritative sources like YouTube or general websites.

We asked the English Department to send us a sample of ENGL 113 research papers with the author's name removed (for anonymity). Since this year's sample size (8) was quite small, the results may not be representative, but this is what we found:

Average number of references per paper: 10 (std. dev. 2)
Percent use by resource type (highest to lowest):

Resource Type	Percent
General Website	25%
Encyclopedia	24%
Government Website/Source	14%
Journal Article	14%
YouTube	7%
Popular Magazine	6%
Book	6%
Dictionary	2%

To determine the ratio of "good" sources to less authoritative sources, we defined the following to be "good" sources: Encyclopedia, Government Source, Journal Article, Book, Dictionary, and 50% (by examination) of the General Websites. With this definition, we found the following:

Average percentage of "good" sources: 77% (std. dev. 20)
Highest score: 100%
Lowest score: 50%
Median score: 78%

Since this is our first effort in collecting data from student papers, we don't have previous results for comparison. We will be seeking a larger sample size in the future and look forward to seeing how these numbers change going forward.

A new web-based **Research Guide (LibGuide)** for Genealogy was published this year. The Guides are posted on the Library website as additional “pathways” for students and others to find information. Research Guides continue to be used as evidenced by the statistics below. Total usage has increased by 27.6%, with 1,295 more “hits” this year than last. The Special Collection Guide had the highest use total, probably because of the digital collections found there. The largest jump in use for a subject guide was Psychology, up from 35 hits last year to 67 this year. The LURP, English Composition, and Call Numbers Guides also were heavily used.

**Library Research Guides Usage
July, 2014 - June, 2015**

Academic Integrity (Avoiding Plagiarism)	165	Physics and Biophysics	15
Accounting, Economics & Finance	50	Psychology	67
Archaeology	139	Religious Studies	61
Art	31	Research Guides @ LSU by Subject: Business	21
Biology	17	Research Guides @ LSU by Subject: Education	11
Chemistry	17	Research Guides @ LSU by Subject: Humanities	15
Citation Analysis & Searching	43	Research Guides @ LSU by Subject: Other	3
Criminal Justice	31	Research Guides @ LSU by Subject: Religion	9
Curriculum & Instruction	43	Research Guides @ LSU by Subject: Science	6
Ellen G. White	333	Research Guides Home	575
English Composition	734	Research Skills– Call Numbers	635
Genealogy*	92	Research Skills– Citations and Citing	48
Google Search Strategies	34	Research Skills– Information Literacy	5
Health and Exercise Science	61	Research Skills– Primary And Secondary Sources	33
History, Politics and Society	53	Research Skills– The Research Process	111
Library Undergraduate Research Prize (LURP)	639	SDA Missions Around the World	269
Management and Marketing	26	Social Work	22
Mathematics	10	Special Collections	1,118
Music	17	Textbooks at the Library	231
		Total	5,974

*New Research Guide

A continuing goal of the Public Services staff is to promote **collaboration** between the Library and teaching faculty. One of our most successful projects offered for a second year was our Passport program, spearheaded by Reference Librarian Hilda Smith, and designed for **freshmen University Studies (UNST) students**. The Passport is a small booklet containing activities to be performed at several stations around the Library, similar to a scavenger hunt. The goal is to familiarize new students with the many resources and services available at the Library, as well as to provide initial instruction in locating books, encyclopedia entries, and journal articles. The last page of the Passport asks for feedback for assessment purposes.

Small updates were made to the Passport this year including removing redundant portions, improving readability, fixing errors, adding a section about our Research Guides, and adding some questions to assist with assessment. Reference librarians guided 24 student class groups through the exercise, and also helped students who came independently as needed. Many teachers are opting to have students complete the Passport on their own, rather than in a formal class session. We distributed 448 Passports this year, which corresponds to most of the incoming freshman class.

Some 270 of the completed Passports were returned to the Library by faculty enabling us to determine a baseline of student preparedness from their responses. Below are some results gleaned from the library skill-related questions in those Passports:

	Yes	No	NA
Have you ever searched a database before?	39%	56%	5%
Have you ever emailed a journal article to yourself?	22%	73%	5%

	100%	75%	50%	25%	0%
What percentage of the Passport material did you already know?	2%	10%	30%	42%	15%

These results should be informative to any who doubt that this kind of activity is necessary because our students "already know that stuff." Given the success of this library experience for first-year students, we plan to continue refining and offering it again going forward.

We responded to a request from University administration for assistance with understanding issues related to **copyright** compliance by developing a document outlining guidelines for "Copyright Fair Use." The new guidelines try to briefly, yet accurately, describe what can be copied, and to what extent, for educational purposes. This should help faculty in their preparation of classroom presentations and other materials for student use. Students may also find it useful as they work on projects that include borrowed resources. Our guide is posted in the Library Services section of the Library's web site. A companion document, the University's "Copyright Infringement Policy", is posted in the Documents area on the University's website portal. Prepared by

the IT Department, this statement also provides alternatives to illegal music downloading which may be particularly useful to students.

The faculty outreach emphasis also led the Library faculty to teach many **Bibliographic Instruction (BI)/Information Literacy** sessions focusing on effective use of Library resources and information literacy in various disciplines. Librarians taught sessions for several Departments in the College of Arts and Sciences, University Studies, and all three Graduate Schools. The Library faculty taught 41 unique courses this year in more than 100 sessions. This year's activity level was about the same as last year's. A complete list of courses taught appears in the Public Services Statistics section of this report (p. 42). The table below shows how the number of instruction sessions and students taught has progressed over the past five years. (Note that these are raw numbers, not indexed to enrollment.)

Year	Instruction Sessions	Students Taught
2010/11	81	1,434
2011/12	75	1,328
2012/13	100	1,945
2013/14	110	1,765
2014/15	102	1,722

In addition to our many main campus instruction classes, we also assist with library and research instruction at the two **Criminal Justice** (CJ) campuses (Corona and Ontario). Criminal Justice faculty sometimes schedule library instruction classes so that the librarians can teach multiple class sections in one visit.

Reference librarians often use another questionnaire to solicit feedback from students after delivering a BI session. Below are the results based on a random sample of responses (n=60) from this past year. Note that 0% reported the level of material presented as "too basic" or the time allotted "too long," providing further evidence of student need for librarian assistance.

	Yes	Somewhat	No
This session has given me the skills to find the appropriate information and library resources I need for this class.	98.3%	1.7%	0.0%
The librarian clearly explained the material presented.	100.0%	0.0%	0.0%
The librarian was well-prepared.	100.0%	0.0%	0.0%
The librarian responded helpfully to the participants' questions.	100.0%	0.0%	0.0%
The handouts were helpful to me.	91.7%	8.3%	0.0%
I would recommend this session to a friend or colleague.	98.3%	1.7%	0.0%

The level of the material presented was:	
Just right	95.0%
Too advanced	5.0%
Too basic	0.0%

The time allowed for this session was:	
Just Right	91.7%
Too Long	0.0%
Too Short	8.3%

The Library has been tasked with providing research instruction resources for the University's **distance-learning students**. This will be accomplished through a combination of instructional videos and online resources (Research Guides). Two videos were completed this year: *Gale Virtual Reference Library* and *Locating Journal Articles*. These videos were deployed to YouTube, and were utilized in UNST classes for CJ students.

La Sierra University's **Center for Student Academic Success (C-SAS)** provides a series of seminars each year, part of their **4U Program**, designed to assist students with academic and personal growth. Another opportunity for collaboration came when the C-SAS Director asked the Library and English Department to present a series of lectures explaining the processes and techniques required to write outstanding research papers. The series, titled "Research and Writing Skills," consisted of four seminars. Two of these, "Have a Paper to Write? Research Strategies & Tools," and "MLA & APA Citations," were presented by Library faculty. "How to Paraphrase So You Don't Plagiarize," was jointly presented by English and Library faculty. Attendance was down this year with about 10 students per session. Feedback for the seminars remains positive, and it is likely the series will be repeated next year.

One of the outcomes of participation in this program was an understanding for students' need for very focused and specific assistance in **providing citations** for their work. In response, we developed a new set of guidelines using APA and MLA citation formats. This document, complementary to the *Citations and Citing Research Guide*, is posted in the Library services area of the Library's web site. A request to help students with citation issues also came up during the librarians' assessment visit with the World Languages Department, so this seems to be an area where our attention is warranted.

Endnote is an online tool to manage bibliographies and references that we have offered through the Library's web site for several years. Due to consistently low usage, access will not be renewed when the current subscription expires at year's end. We have identified **Zotero** as an acceptable replacement. This similar open-source product is freely available to all. Some instructors have already been requesting *Zotero* instruction

for UNST classes, giving those students a boost in their research paper preparedness. Going forward, *Zotero* will be the bibliographic management service featured in library instruction.

Thirty students from the **La Sierra Academy's** Advanced Placement World History class came over for an introduction to using the library's many tools and resources. After a librarian-led presentation, the students stayed and continued their exploration and utilization of the library resources, assisted by librarians as questions arose. **Loma Linda Academy** continues to send about 10-15 of its senior students for reference interviews to help complete some of their La Sierra University freshman composition requirements during their senior academy year.

The **Library Undergraduate Research Prize (LURP)** continued for a fourth year with substantial reference librarian involvement. The LURP is intended to promote the use of the Library for research and to recognize outstanding research papers that utilize Library resources. First prize is \$500, and additional awards may be presented depending on available funds and the number and quality of the submitted papers. To qualify, a paper must be an assigned, undergraduate research paper from any La Sierra University academic department, between 7-10 pages long. Students must not only complete their assigned paper but also provide information on their research process in a short, additional paper. Feedback is also gathered from the reference librarian consulted and the professor assigning the paper. Reference librarians met with all students to discuss their research projects, documented the reference interviews in the Research Partnership Form, gathered the student and faculty documentation, followed up as needed to provide complete dossiers for the nine LURP Committee members, and helped judge the submissions. This year five papers made it all the way to the final judging, one less than last year. Genesis Moreira won the LURP First Prize for her essay entitled "Sexting Among Juveniles: A Rising Problem." The LURP Committee is discussing strategies to improve student and faculty involvement, including reconsideration of the requirement for a reference librarian interview and for submitting the original, graded paper.

One of the hurdles new faculty must face is becoming acquainted with all the campus resources available to them. Although we have not participated in the University's new faculty orientation program for the past few years, the Provost's Office agreed to provide time on the orientation schedule for the librarians to meet with this year's new faculty. The goal of our **New Faculty Library Orientation** was to help incoming faculty become more aware of the Library's resources and services. This was accomplished during a seminar consisting of presentations on library procedures and policies, an introduction to our wide variety of research resources, how to obtain hard-to-find resources from other libraries, the wealth of SDA and University history maintained in our Heritage Room archives, and our instruction services for both undergraduate and graduate courses. Library staff served a haystack lunch to the group which was followed by tours of the Library and Heritage Room. Invitations to the New Faculty Library Orientation this year were also extended to the contract English Instructors, with a follow-up campus-wide announcement. Of the 30 people who were contacted or expressed interest, 17 gave indication of attending, and 12 actually came. Overall feedback from the orientation was

positive, and we plan on repeating the orientation for next year's roster of new faculty. An active area of discussion is how to deliver this information to contract/adjunct faculty, who seem to "fall between the cracks" in activities such as campus orientations.

In addition to reference service, each of the Public Services Librarians has engaged in **academic community outreach** activities to faculty and students, such as participating on University committees, helping conduct focus groups, and participating in a variety of University events throughout the year. This year librarians were present at the HUB Festival, Faculty Benefits Fair, President's Barbecue, and several Freshman Orientation sessions. We enjoy participating in campus life and hope such effort increases Library recognition and use.

Library lobby display cases were filled this year with another varied schedule of displays. Hilda Smith does an excellent job of staging an array of exhibits that are both informative and visually appealing. In July, Art Professor Susan Patt installed books created by art students in the special glass case just inside the Library's front door. Both newly created books and repurposed older books were included in this exhibit of papercraft. These works remained on display throughout the year. Our annual mandated September Constitution Day display showed how much our Constitution still matters and impacts a wide array of current issues such as the use of military drones and the Affordable Care Act. Books in our collection highlighting various references to the Constitution were displayed.

The 2014 Summer Quarter display commemorated the 100th anniversary of the beginning of World War I. Because of the work involved, the timeliness, and connections to today's geopolitics, a decision was made to leave the summer exhibit up during Fall Quarter so incoming students would also have an opportunity to reflect on this world-wide conflict. Exhibit information included the causes of World War I, the horrific cost of war, deadly new military inventions, cartoons used to "win minds and hearts", and significant individuals involved. Links were made to current geopolitics and conflicts of today.

The 2015 Winter Quarter display highlighted the ancient Silk Road, the loose connection of trade routes linking China and the Eastern Mediterranean from approximately 100 BC to 1500 AD. The goods, technology, music, and religion linked to this transportation corridor provided a colorfully visual feast of options to display. Pictures and/or models of some of the great archaeological treasures (e.g., the Chinese Terracotta army) associated with the Silk Road were shown.

As part of the campus-wide "Celebration of Creation" weekend on May 1-2, the Spring Quarter lobby exhibit showcased creation/origins. This annual General Conference event rotates among SDA colleges/universities, with La Sierra University serving as this year's host. The Library display highlighted the origins theme through different disciplines: art, literature, music, science, and the ongoing SDA Church discussion. We appreciated assistance provided by David Kendall, one of the Music Department's new faculty. He curated the music portion of the exhibit including several old and new hymnals from his

personal collection, opened to hymns about creation. The library acquired several large beautiful prints of paintings by world-renowned artists (including Michelangelo's *The Creation of Adam*). These were displayed on easels on the large credenza near the library front doors. Many books dealing with the issues relating to creation/origins were on display, including several authored by SDA scientists, pastors, and theologians, including our own Fritz Guy.

The 2015 Summer Quarter display, put up at the end of June, focused on the California drought, a most timely topic, especially for summer. Dean April Summit's book *Contested Waters* was among the featured items illustrating various aspects related to water shortages both locally and elsewhere in the world.

This year we continued the cycle of visits to **departmental faculty meetings** designed to initiate conversations about faculty information needs and to share information about Library collections and services available in their subject areas. This is both an assessment and collaborative effort with each faculty group becoming a focus group for providing useful feedback to the Library. Details about this year's meetings appear in the Assessment section of this report (p. 24-25).

Circulation Services

The **Circulation** staff continues to offer excellent service to Library patrons. The Circulation student workers usually provide the first face or voice anyone entering or calling the Library encounters. In addition to training for their various tasks, these workers must also learn the interpersonal skills needed to provide a good first impression and subsequent follow-through for all Library users

The Library's **patron count** of 117,896 held steady with a slight increase over last year's number. Books **checked out** from the Library's collection slipped 15.5% from 16,140 last year to 13,623 in 2014-15. Reserve use declined 26% in 2014-15 to a borrowing total of 3,267. In-house use of print materials actually increased about 3% with 6,628 items picked up throughout the library for re-shelving. Areas where checkout is not permitted (reference, Heritage Room, journals) always provide the heaviest evidence of in-house use, but without librarian guidance, these numbers would probably be much lower. Reference librarians continue to promote the use of sources such as specialized encyclopedias in Library instruction classes and reference desk interviews. Although many academic libraries report declining use of print collections, we remain committed to helping our students and faculty discover how these rich resources can meet their information needs. Dispelling the widely held notion that "everything is on the Internet" is an ongoing challenge for most librarians.

One of the primary functions for Circulation is oversight of the borrowing and lending of materials for La Sierra University through a consortium of libraries known as **LINK+**. This service, widely used by both faculty and students, makes it possible for La Sierra students to borrow materials from affiliated libraries and have these materials delivered here within three days or so. This year, our patrons borrowed 3,537 items through

LINK+, holding steady with a slight increase over last year's number. Our lending to other LINK+ institutions was significantly lower than last year. The lending total for 2014-15 was 952 items, as compared with 2,015 items loaned the year before. The lending load is determined by LINK+ administration, and this decline is not based on service issues or on our ability to fill requests. A couple of factors may account for fewer LINK+ lends. The decline seen in the lending pattern to our own patrons probably indicates a trend for lower borrowing demands for materials across the LINK+ consortium. Also, an increase in the number of institutions participating in the consortium will help diminish lending demand for each member library. LINK+ staff periodically review lending loads and make adjustments in the algorithms that determine where lending requests are sent to balance activity across the consortium. Rebalancing may result in an increase in activity for us in the year ahead.

Database statistics show a 40% increase in overall use continuing an upward trend. Databases with significant rise in searches include EBSCO's *Academic Search Premier* and *Business Source Premier*, *PsycINFO*, *Criminal Justice Abstracts*, and *Gale Virtual Reference Library*. Although ebook use also increased (from 4,139 last year to 5,652 this year), the numbers don't seem to indicate a widespread preference for online books instead of print.

In addition to materials circulation, the Circulation Department is also responsible for **stack maintenance**. Continual shifting of books in the stacks is necessary as collections change, withdrawals are made, and new acquisitions are incorporated into the Library collection. Staff continued to shift downstairs, moving books into the space vacated when the J-K books were relocated upstairs. Last year, work had progressed from L into the PS's. This year, shifting in the PS's was completed. Work was also begun downstairs to move the R's and Q's into shelves vacated when the S-Z books were moved up to the second floor. On the third floor, some shifting was done in the B's. Periodicals staff emptied many shelves by shifting remaining volumes closer together after recent withdrawal work was done. This made space to bring all of the folio collection together on the same side. After that, work started in moving the H's to fill in other empty shelves vacated by periodicals. Shifting in the H's and other areas will continue in the year ahead.

Circulation staff continued work on the **inventory** process using a wireless barcode scanner. Student employees scan barcodes attached to the book covers sending the scans to an Excel spreadsheet. The Circulation supervisor compares this information with catalog data to determine which books are out of order, missing, or present but marked as checked out. She corrects any detected errors and enters a code into the appropriate records to indicate missing books. After two or three subsequent stack checks, Cataloging staff handle the withdrawal process for books which still cannot be found.

Three students from Arizona Junior High and Hillcrest High School participating in the Advancement Via Individual Determination (AVID) program logged **community service** time in the Library Circulation area this year. Each student worked one to two hours a

week. AVID is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities.

Archives and Special Collections

Heritage Room

The Archives and Special Collections area supports the Library in its mission to serve the teaching, learning, and research needs of the La Sierra University community by collecting and making available **unique collections** that illustrate the history of the University, the Seventh-day Adventist denomination, and other areas of unique scholarly endeavor.

The Library's Heritage Room houses one of the **largest collections of Seventh-day Adventist related materials** in the world, as well as materials that document the history of La Sierra University. Books, periodicals, subject file materials, and audio/visual media are all collected. In addition to the physical collections, patrons may use the Heritage Room computers and scanners to conduct research, scan and photocopy materials, and to access the Digital Collections maintained by Special Collections staff.

During the summer of 2014, the Heritage Room received a **large donation** of Seventh-day Adventist materials collected by the late Paul Scott, the brother of La Sierra University professor Winona Howe. The Paul Scott Collection is made up of thousands of items including commemorative fans and plates, books, pamphlets, periodicals, pictures and postcards, letters, Pathfinders pins and sashes, Sanitarium menus and other Adventist memorabilia. An accession register of the collection has been completed and a finding aid is in progress.

This year's in-house **photographic digitization** effort has focused on postcards of Adventist institutions received as part of the Paul Scott collection. We have digitized 1,269 postcards and rehoused the cards in protective mylar envelopes. Because each card requires four scans, front and back tiff scans for preservation and jpeg scans for online presentation, the project required a total of 5,076 scans. Future plans call for entering metadata and making the postcards available online.



Last year saw the successful digitization of the *Criterion*, La Sierra's student newspaper. This year the in-house work to merge and prepare the files of the 9,183 page collection and to make them available online was completed. The digital volumes are available via

the Special Collections Research Guide, and the full-text *Criterion* collection is **keyword searchable** using a Google Custom Search Engine. The Special Collections Librarian continues to work with the *Criterion* editor to receive digital files of recent issues which will be added to the collection at the end of each year. The collection has already helped to significantly reduce the time spent in research activities related to University history.

A **digital video archival program** has begun. Digital video data recorded by the IT Department at University events is being uploaded and stored with other digital collections on a 15.9 Terabyte *Drobo* network storage device. The files are also being uploaded to vimeo.com to provide for patron streaming access. Future plans call for library catalog records that include links to the offsite streaming locations to facilitate viewing by patrons.

Organization and preservation projects have been and will continue to be underway in the Heritage Room. There is a large backlog of materials currently being filed in the La Sierra File, Document File, and Pamphlet File. Photographs continue to be placed in protective Mylar envelopes, and large posters and photographs in flat storage. A few panoramic rolled photographs have been slowly unrolled and flattened and many more are underway.

This year, an effort to **inventory the pamphlet file** was completed. Multiple pamphlets found in the file that had never been cataloged were added. In addition, the Special Collections librarian and student staff began to go through many boxes of unprocessed pamphlets to weed duplicates and add new titles. Many new bibliographic records were added to the catalog this year and many pamphlet records were updated.

In addition, a long term **inventory of Heritage Room periodicals** began this year. During the inventory, periodicals are arranged, extra support is added to fragile items, duplicates are removed, and holdings are updated in the catalog. Of our 1,577 current titles, we have completed approximately 47.

The Special Collections Librarian continued to seek **instructional opportunities** for sharing Heritage Room resources with students. The English 604 class, *Methods and Materials of Literary Research*, received a tour and presentation on the history of some of the rare books held in Special Collections. The books were also used to illustrate the development of a number of idiosyncrasies of printing and publishing throughout history. Two classes for English 112 and 113 students introduced freshmen research writing students to primary source materials available to them in Special Collections and the procedures for using the materials in their research. A Seventh-day Adventist History class was introduced to the historic SDA collections in the Heritage Room and the procedures for requesting and using the items for their class research projects. Additionally, three new classes visited the Heritage Room this year. While in a unit focusing on the history of Adventist Education, a Seventh-day Adventist History class visited to learn about the history of La Sierra University. Finally, two other history classes focusing on material culture engaged in lecture and lab sessions using such

unique collections as our Sanitarium menus, photographic materials, periodicals, and memorabilia.

The Heritage Room materials were used this year for a variety of interesting **research projects**. Listed below are a few of these projects:

- A biography and digitized photographs of Luella Kretschmar to accompany the Kretschmar Teaching Award announcement in the commencement program
- A Union College student writing a paper on Cossentine's involvement with Japanese-American students in internment camps during WWII
- A doctoral student researching the life of Dr. Thomas Geraty
- A senior history student studying Ellen White's use of the Apocrypha
- Digitized and enlarged photographs for the HMS Richards Library open house

The first floor **display** case was used to bring attention to two collections this year. As mentioned in the last annual report, the downstairs Summer and Fall Quarter display highlighted "The Adventist Medical Cadet Corps: Conscientious Cooperators." The Medical Cadet Corps at La Sierra was documented with photographs, articles, training manuals, and graduate certificates from the Library's Special Collections files.

During Spring and Winter Quarters, the first floor Heritage Room Display commemorated the early Adventist sanitariums, or health retreats, with a variety of objects and textual materials. The display included examples of the many vegetarian cookbooks included in the Heritage Room collection. Also featured were many items from the Paul Scott Collection including sanitarium holiday menus from 1902 to the 1930's illustrating what healthy holiday fare once looked like, and commemorative plates and photographic postcards depicting the sanitarium campuses, dining rooms, and healthful activities of "sans" residents.

The Heritage Room **patron count** was up this year with 644 patrons versus 556 last year. The number of reference **questions** was also up a bit at 281 questions compared to 261 last year. The Heritage Room was open 51 hours per week, Sunday through Friday during the school year, with reduced hours during vacation periods and was staffed by student workers and the Special Collections Librarian. The Heritage Room held an open house on the afternoon of Saturday, April 18, as part of Alumni Homecoming Weekend.

University Archives

The effort to revise the *Faculty Handbook* Part IC, Section 2, "University Archives" to reflect and establish current practices continues. Clarification is needed to distinguish between the Provost's responsibility for "maintaining and validating [the University's] official documents" and the University Archive's repository role. The Special Collections Librarian prepared an **Archives and Records Management Proposal** this year that was forwarded to University administration for review and action. While Library Special Collections has nominally filled the archive function to date, in reality the human and physical resources needed to accomplish this work have been inadequate. Space available in the Library for archival storage space is completely full. Although the

University's need for an active archival program seems self-evident, until this becomes a (funded) priority for University administration, the current situation is unlikely to change.

The Provost's Office has contracted with Spectrum Information Services, a digitization company, to convert a variety of archival documents from the Administration building into a digital format. The materials are accessible via *DocuShare*, a content management system hosted by the digitization company. The Special Collections Librarian has been asked to review the source paper materials before Spectrum proceeds with their destruction. This review would be undertaken to identify and retrieve any documents which should be retained in their original form. At year's end, discussion was still ongoing concerning related issues such as where to store any retrieved items.

Approximately 16.5 linear feet of archival material have been identified for deaccession. The extra space will allow other boxes to be moved from the floor onto shelves.

Curriculum Resource Center

The Curriculum Resource Center (CRC) **supports the School of Education program** with sample textbooks and other materials for use by teachers and prospective teachers. There was no significant activity in this area during the past year.

Media Services

Chris Drake, the Media Services Supervisor completed a third year of providing **faculty support for the Blackboard Learn** learning management system (LMS). The year got off to a great start with Fall Faculty Blackboard workshops offered in the Library on Thursday mornings. The workshop sessions were taught by School of Education Dean Ginger Ketting-Weller with about 19 regular attendees. Chris was available during the workshop to provide technical assistance as needed. Faculty members were provided with free lunch and a stipend as an incentive to attend during the entire quarter. We aren't sure how many attendees continue to use Blackboard, but there is no doubt that Dr. Ketting-Weller's able instruction provided a solid foundation for Blackboard success.

Although the fall workshop sessions covered a broad spectrum of Blackboard topics, Chris's primary service strategy continued to target specific needs and problems. **Statistics** show an annual record of support delivered by 212 phone conversations, 117 on-site sessions (including workshops), and 254 email contacts, totaling 583 service contacts and 728 "persons helped." Activity is up in each category, with the overall total nearly twice as high as last year's. The Provost's Office provided budgetary support which helped cover the student labor cost that enabled Chris to be available for this work. Funds for student labor to release Chris from Media Desk duties are essential for the continuation of this service.

To **market** the service, Chris sent out campuswide emails each quarter and made direct contacts with several department secretaries. He was also invited to speak with new faculty about using Blackboard during the Library orientation program. The Reference

Librarians regularly mention the availability of Blackboard support and provide contact information for Chris during their assessment meetings with various academic departments/schools.

Last year we reported on the purchase of a Blackboard building block called **Panopto Focus** that allows teachers to record and embed lectures from their personal computers directly into Blackboard Learn. Panopto use during the past year was not as widespread as anticipated. It has been most popular with School of Education faculty, and we are aware of about six other faculty regularly using this technology. Perhaps Panopto activity will expand in the year ahead.

Chris Drake was invited to join the **Academic Computing Committee** which began meeting in January, and he also was assigned to the Learning Management Systems (LMS) Subcommittee. The Subcommittee spoke with many faculty regarding Blackboard issues and was asked to look at possible LMS alternatives. In the end, the group recommended remaining with Blackboard at this time due to the large number of faculty and contract teachers currently using the campus LMS and because they were unconvinced that any of the other systems considered is better. Chris is well positioned to provide the Committee with feedback regarding faculty concerns about the campus LMS and settings.

The traditional primary functions of Media Services are **maintaining the collection and checking out audio visual materials** such as DVD, VHS, and music CD titles to faculty and students for use in classes or for research. Six laptop computers and three MacBook power adaptors are available for checkout from the Media Services desk for use within the Library. This year we recorded a somewhat lower number of laptop checkouts (200) as compared to last year (283), continuing a downward trend. Demand remains high for the power adaptors. However, we anticipate this to slow as newer Mac computers become more widespread and our adaptors become obsolete. With more students having their own laptops and with the availability of LICOL computers, we expect laptop checkout to continue declining. With limited budget and low use, we may decide against replacing some of the older laptops as they age out of service.

The Media Services **video studio** was used quite heavily during Fall Quarter by students for “green screen” projects, but not so much during the rest of the year. Studio use would likely increase with more intense marketing.

Students and faculty in the “English, Language, and Culture” program (previously known as ESL) made regular use of the studio during the past year. An example of their studio activity is for students to video themselves giving brief biographies in English. Then they watch the videos to critique each other and their own delivery. This provides effective feedback in a way that is both interesting and fun. Students taking classes in the Film and Television Studies Department are invited to use the Library’s studio in addition to the studio in Palmer Hall. This year Chris worked with three students from this group to produce short videos.

A few changes were made to the Department's **equipment inventory** this year. One of the flat panel LCD combo units in the Media carrels was replaced with a new LED one. Also, the IT Department donated a Hi8 cassette player deck that will enable conversions from that medium to DVD.

Equipment Inventory

- 1 Panasonic TV/VCR combo unit
- 1 Sharp HDTV, 26"
- 1 JVC digital camcorder (available for checkout to faculty, was used by the Social Work Dept. all of Winter Quarter)
- 2 JVC HD camcorders
- 1 RCA digital compact camcorder
- 1 Apex DVD player (enabled for all regions)
- 2 Magnavox DVD/VCR burners for duplications/editing
- 1 Sony DVD/VCR combo unit (for classroom 121)
- 1 Sony DVD/VCR combo unit (for library events)
- 1 Powered Anchor mini speaker with stand
- 1 EV microphone (for audio/video editing)
- 1 Beyer microphone (for audio/video editing)
- 1 Marantz stereo cassette deck (for cassette to CD/digital transfers.)
- 1 Sony stereo turntable for LP to CD transfer and LP/45 playback
- 1 Mackie six channel mixer for audio editing
- 2 reel to reel tape players for audio transfers
- 1 small portable projection screen (yellow)
- 1 Sony Digital 8mm cassette player for Hi8 to DVD transfers
- 1 8mm film projector (small—very old)
- 1 Epson data projector (mounted in classroom 121)
- 1 Epson data projector (for Blackboard Room)
- 2-13" VCR/TV combo units (Media desk)
- 1 LCD/DVD combo unit (flat panel screen, Media desk)
- 1 LED/DVD combo unit (flat panel screen, Media desk)
- 1 Sony Blu-Ray player (Media desk)
- 1 CD multi disk player (Media desk)
- 1 Allegro DVD/VCR deck (VCR half does not work, uses 14" VCR/TV as monitor) (Media desk)
- 1 RCA portable CD and audio cassette player ("boom box")
- 1 filmstrip projector (for transfer of filmstrips to DVD)
- 2 reflection fluorescent lights for studio
- 2 halogen spot lights for studio
- 1 Lowell light kit for studio lighting
- Green Screen
- 1 Mac computer for video editing
- 6 Laptops (in-library use only) (Media desk) (5 Dell, 1 Mac)

In House recordings and transfers

(includes student recordings for video or audio for class projects and faculty video and audio recording of lectures to be played during a planned absence as well as transferring old media to CD format and general copying)

2014-15 Total: 187

Media Services Laptop, VHS cassette, DVD, and music CD circulation information is included on the Public Services Statistics summary page of this annual report (p. 2x).

Public Services Statistics Summary 2014-2015

Circulation Transactions

<u>Subject</u>	<u>LC Class</u>	<u>Circ.</u>	<u>In-house</u>	<u>Total</u>	<u>Reserves**</u>	<u>Videos**</u>
Gen. works, biblio., & lib. science	A,Z	434	22	456	487	0
Philosophy	B-BD, BH-BJ	1,573	62	1,635	114	0
Psychology	BF	732	87	819	492	9
Religion	BL-BX	2,140	368	2,508	324	11
History, political science	C,D,E,F,J	810	158	968	49	3
Sociology, anthropology	G-GT, H-HA, HM-HX	732	139	871	235	0
Social Work	HV	377	76	453	62	2
Recreation	GV	129	41	170	38	0
Economics and business	HB-HJ	379	75	454	29	0
Education	L	428	101	529	9	0
Music	M	316	46	362	205	0
Fine arts	N	142	136	278	1	0
Language and literature	P	1,467	232	1,699	292	1
Mathematics	QA	109	27	136	0	1
Other sciences	Q, QB	58	34	92	10	0
Physics	QC	199	53	252	189	0
Chemistry	QD	97	52	149	83	0
Geology	QE	6	24	30	0	0
Life Sciences	QH-QR	663	93	756	548	0
Medicine	R	432	110	542	50	2
Agriculture	S	66	11	77	0	0
Technology/home economics	T	141	25	166	0	0
Other LC	K,U,V	157	32	189	50	0
Curriculum resource center *		9	24	33		
Paperbacks		457		457		
Music CD's		3		3		
Other		1,567		1,567		
Journals-Bound			178	178		
Journals-Current			1,911	1,911		
Microforms			18	18		
Reference Collection			1,439	1,439		
Heritage Room			1,054	1,054		
Category totals		13,623	6,628	20,251	3,267	29

GRAND TOTAL**20,251**

*The CRC Check-out figure includes only textbook and misc. materials.

**Reserves and Videos are included in Circulation count by totals

OTHER CIRCULATIONS

LINK+ Borrowing	3,537	FRIENDS CARDS	2
LINK+ Lending	952	ARTICLES COPIED	-
Distance Learning Loans	-	PATRON COUNT	117,896
Laptops	200		

HERITAGE ROOM

Patron #	644
Questions	<u>281</u>
Total	925

REFERENCE QUESTIONS

Short	2,762
Long	1,680
Email	<u>152</u>
Total	4,594

Boopsie Users	299
Queries	3,865

Bibliographic Instruction

<u>Dept</u>	<u>Code</u>	<u>Unique Classes</u>	<u>Sections</u>	<u>Students</u>
		La Sierra Academy AP World History	1	30
BIOL	276	Research Processes in Biology	1	36
CSAS	4U	Coaches Orientation	1	11
CSAS	4U	College Management: Research Workshop	1	11
CSAS	4U	Research Strategies	1	10
CSAS	4U	MLA and APA Citations	1	13
CSAS	4U	How to Paraphrase So You Don't Plagiarize	1	12
EDCI	550	Instructional Models and Origins of Learning	1	4
EDCI	414/520	Reading K thru 8	1	4
EDRS	703	Qualitative Research Methods	1	8
ENGL	005	Introduction to Composition	1	10
ENGL	111	College Writing	5	86
ENGL	112	College Writing	21	347
ENGL	113	College Writing	32	608
ENGL	124	Freshman Seminar in Writing	1	16
ENGL	304	Advanced Expository Writing	1	6
ENGL	425	Major American Authors	1	3
ENGL	604	Methods and Materials of Literary Studies	2	6
ENGL	625B	Elizabethan Court Literature	1	3
ESLC	104	Expanded Listening, Conversation, & Pronunciation	1	13
EXSC	204	Trends of Philosophy of Health	1	30
EXSC	364	Research Methods	1	14
EXSC	427	Motor Learning	1	9
HIST	432m	Material Culture	1	8
HLSC	275	Critical Scholarship in the Health Sciences	2	32
HPSC	275	Critical Analysis	2	36
HPSC	497	Senior Thesis	1	15
MGMT	507	Fundamentals of Business English	1	8
MGMT	544	Business Ethics	2	28
MGMT	545	Workplace Spirituality	1	26
MGMT	544/799	Business Ethics	1	13
RELE	205	Biblical Ethics in the Modern World	1	30
RELG	510	Research and Writing in Religion	1	17
RELH	483	SDA History	1	24
RELH	506	History of SDA Church	1	6
SOCI	104	General Sociology	2	71
SOWK	204	Introduction to Social Work	1	31
SOWK	317	Generalized Practice with Children and Families	2	36
SPAN	469	Contemporary Latin American Literature	1	5
UHRN		HONORS Orientation	1	16
UNST		Team Meeting	1	30
Totals			41	1,722

**Patron Database Usage
2014-15**

Total Searches: 229,347
Total Databases: 79

	Total Searches		Total Searches
Amer Chem Soc Web Eds	271	EBSCO (cont'd)	
Biblical Archaeology Society*	-	Health Source-Consumer Ed	2,698
* Use Statistics not available		Health Source-Nursing/Acad. Ed.	2,685
BioOne	71	Historical Abstracts	2,907
Bowker Books in Print & Rev.	450	Humanities Full Text	2,742
Britannica Online	1,124	Library Literature & Info Science	2,598
College Source Online	2,952	Library & Info Tech Abs	2,582
Encyclopedia of the Bible	39	MarketLine Authority Profile	4,105
(de Gruyter)		MAS Ultra-School Edition	2,845
Ebrary	2,714	Military & Government Collection	2,714
EBSCO Databases	169,102	Nat Criminal Justice Ref Service Abs	2,838
Academic Search Premier	49,202	Newspaper Source	2,783
AltHealthWatch	2,722	OmniFile Full Text Mega	3,397
America-History and Life	3,611	Primary Search	2,875
Art Full Text	2,734	PsycARTICLES	6,672
ATLA Religion w/ATLA Serials	4,597	PsycINFO	14,245
Biological & Agricultural Index Plus	2,730	Reader's Guide Full Text Mega	2,742
Book Review Digest Plus	2,801	Regional Business News	2,786
Business Abstracts Full Text	2,806	Social Science Full Text	3,358
Business Source Premier	4,089	Social Work Abstracts T	4,213
Criminal Justice Abstracts	5,249	Teacher Reference Center	2,756
ebooks (formerly NetLibrary)	2,938		
EBSCO Publishing Citations	26	EndNote	
Education Full Text	5,631	Logins	30
Funk & Wagnall's	7	New Users	0
General Science Full Text	2,800	Gale Group Databases	13,844
GreenFILE	2,618	Literature Resource Center	2,382
		Litfinder	1,127
		MLA Bibliography	1,139
		Virtual Reference Library	9,196
Grove Music Online	361	WorldCat	769
IPA Source	128	WorldCat Diss & Theses	157
JSTOR	3,646	Oxford English Dictionary	527
		Proquest Databases (adj)	22,136

Lexis-Nexis Academic Universe	1,959		
Mergent Online	149	ABI/Inform Complete	2,024
Naxos	88	Dissertations & Theses	1,918
Neuron	36	Physical Education Index	1,947
OCLC Databases	2618	Proquest Biology Journals	2,154
Articlefirst	70	Wall Street Journal	659
Clase & Periodica	3	Proquest Religion	2,474
Electronic Books	12	Proquest Research Library	10,960
Electronic Collections Online	68	Rand California Statistics	-
ERIC	943	SAGE	1626
Medline	572	Springer	1,019
Oalster	2	Value Line	4,615
Papersfirst	7		
World Almanac	-		

DEPARTMENT OF TECHNICAL SERVICES

July 1, 2014 – June 30, 2015

Personnel

Acquisitions, Cataloging Sections	
Chairman (Acquisitions Librarian)	.20
Technical Services Librarian	.90
Cataloging Assistant	1.00
Student Assistants	<u>1.22</u>
Total	3.32 FTE
Periodicals Section	
Coordinator	1.00
Student Assistants	<u>1.82</u>
Total	2.82 FTE
Department Total	6.14 FTE

<u>Acquisitions</u>	<u>Budget</u>	<u>Expenditure</u>
Books & Audiovisual Materials (includes book re-binding)	\$103,900	\$98,454
Databases, Electronic Resources	\$187,220	\$199,410
Periodical Subscriptions	\$158,000	\$157,053
Periodical Binding & Microforms	<u>\$9,000</u>	<u>\$6,145</u>
Total	\$458,120	\$461,062

Grants and Gifts

The collection was enhanced by the donation of **858 gift books** added from a variety of sources.

The expenditure total reported above includes **\$1,550 from the Jaeger Endowment** for Library materials requested by the Biology Department faculty. An additional amount of \$10,000 was added to the Library's book budget by the Provost mid-year to purchase materials for the **Criminal Justice Department**. A total of **\$198** was spent from the **Brunie Endowment** to

purchase books focusing on the relationship between science and religion. The Heritage Room was enriched by the expenditure of **\$1,712 from the Barnard Endowment**. A total of **\$9,795** was spent on music materials this year from the **Brown Music Library Endowment**, covering previously placed standing orders for scores.

Cataloging

Books Cataloged	3,249	volumes
Books Withdrawn	1,691	volumes

Interlibrary Loan

Lending		
Books	567	volumes
Photocopies	79	articles
Microform	<u>5</u>	titles
Total Lending	651	items

Borrowing		
Books	84	volumes
Photocopies	109	articles
Microform	<u>3</u>	title
Total Borrowing	196	items

Periodicals

<u>Title Holdings*</u>	<u>Added</u>	<u>Dropped</u>	<u>Withdrawn</u>	Main <u>Total</u>	Her. <u>Total</u>	Combined <u>Total</u>
Paid Subscriptions	2	11	1	535	57	592
Gift Subscriptions	1	3	2	<u>26</u>	<u>174</u>	<u>200</u>
Total Current Subscriptions				561	231	792
Noncurrent Titles	14	0	27	<u>1,646</u>	<u>1,514</u>	<u>3,160</u>
Total Titles Held				2,207	1,745	3,952

*Holdings figures were verified by a physical count in December 1993.

Highlights of the Year

Acquisitions and Cataloging

Faced with a permanent personnel reduction, this year's focus was on **improving workflow** to maximize staff efficiencies. Coping with the cataloging load was one area of attention. Victor Hernandez, Periodicals Supervisor, has been re-trained to help with the cataloging backlog. Also, an additional student worker was trained to process cataloged materials. With more staff working on cataloging and processing, materials were available for patron use more promptly, and the highest cataloging output in nearly a decade was achieved. Another workflow change was to shift the invoice payment process from Christina to David Ramos. This task realignment enabled Christina to focus more on librarian duties. We will continue to seek new ways to meet service demands with the available human resources.

Christina continued oversight of the **HMS Richards Library cataloging project**. In 2010, the HMS Richards Divinity School requested our assistance in training and supervising Connie Lorenz who was hired to work on cataloging this collection. This year Connie began downloading bibliographic records from the OCLC database into our catalog for the Richards books not held by the La Sierra University Library. She spent much of last year identifying OCLC numbers for these books which helped to speed the process and enabled adding a large number of records this year. During 2014-15, holdings for 2,544 Richards Library titles were recorded in the University Library catalog, bringing the total cataloged holdings for this collection up to 8,152. Bar codes are being applied to these books as they are entered into the catalog for identification purposes. A considerable number of books in the Richards Library lack any kind of call number. Additional processing for these includes typing call numbers onto paper labels from the catalog record and attaching the label to the book spine. Previously the size of this collection was estimated to include some 10,000 books. This year additional volumes were discovered in boxes brought from storage in Palmer Hall boosting the total even higher. Clearly, this project will continue for a few more years.

Technical Services staff assisted with the preparation of **Passports** for the Library's freshman orientation program. This involved cutting and stapling hundreds of the multi-paged Passports using our stitcher machine and heavy-duty guillotine cutter.

A project is currently underway to **remove records from the catalog for lost books**. Since records for books known to be missing have not been deleted for several years, the catalog was much in need of a cleanup. This year the reference, juvenile, and folio collections were targeted for attention. Work to remove records for books missing from the main stacks and White collection will continue in the year ahead. A more accurate catalog will improve the search experience for our patrons.

We continued an agreement with Jamie Walker to provide **original cataloging** for items not included in the OCLC database. Although Mr. Walker is currently a librarian at Mesa State College in Colorado, he served as the La Sierra University Library cataloger for many years. This year he cataloged 17 titles for our collection, primarily School of Education theses and Heritage Room items.

With the Library Director continuing to also function as the **Acquisitions Librarian**, limited time was available for work in this area. Keeping up with faculty book requests and gift books were top priorities. Identifying books for withdrawal was also an important area of activity to help alleviate crowded shelves.

As an **assessment** measure of our acquisitions effectiveness, we have been monitoring the use of recently added books. Especially given our budgetary and space constraints, an important goal is to closely correlate book selection to potential use. An examination of circulation statistics is one indicator of the success of current practice in meeting this goal. This year's circulation rate of 41% for books added in the most recent five year period (2010-2014) dipped 2% from the rate reported last year. The circulation rate of 57% for books added in the preceding five year period (2005-2009) is the same as last year's rate. We continue to be well within the 33% overall circulation rate cited in the Library's 2005-06 report as a benchmark. The circulation rate of new additions will continue to be reviewed regularly for assessment purposes.

This year we continued purchasing **best seller titles**. Titles were chosen from the *Los Angeles Times* and *New York Times* nonfiction weekly best seller lists and, more selectively, from the fiction best seller lists. During 2014-15, 76 best sellers were added to the collection at a total cost of \$1,618. Circulation statistics reveal that 39% of these titles have circulated once, and 16% were checked out more than once. Although the percent of books checked out more than once was lower this year, one-time checkouts were higher than last year, and the overall checkout rate was only a bit lower, at 55% this year compared to last year's rate of 57%. A review of circulation statistics shows that 69% of last year's best sellers have now been checked out, indicating that peak use of these books may come after the first year of availability and validating our hypothesis that these would be popular additions. The most circulated 2014-15 best seller was a nonfiction title, *Being Mortal: Medicine and What Matters in the End*, by Atul Gawande, checked out a total of six times.

Our **paperback exchange** program launched in the summer of 2007 continues to draw interest. Since these books are not officially part of the Library's collection, we are not monitoring use for statistical purposes. However, casual observation confirms that the collection is being used, and it seems to be an appreciated service.

This year we completed the project of **transferring literature books from the Loma Linda University Library** over to the La Sierra University Library. Over the past five years, about 5,700 volumes have been brought over, and most are still being held in the receiving area. We also accepted about 200 history books from Loma Linda, but don't plan to take any more. Work to integrate them into our collection continued this year with the addition of 223 books. Given our current staffing level, processing these books for our shelves will continue to proceed at a slow pace.

Book Mending

Book preservation activities are shared by Technical Services, Public Services, and Administrative Services personnel. The Library's Administrative Assistant has primary

responsibility for mending books routed to her for repair. Another group of damaged books was also targeted for rebinding, replacement, or withdrawal.

During 2014-2015, 33 books were sent to mending for repair. (The number of repairs exceeds the book total since some books needed more than one repair.)

25	Spine repairs
9	Hinge repairs
13	Corners reinforced
2	Pages tipped in
1	End sheets replaced
<u>5</u>	Other repairs
55	Total Repairs

Periodicals

Although **subscription** costs for print journals continue to rise above the budget amount, the 2014-15 subscription list was approved without any cancellations. Funds from the book budget were used to cover the cost overrun. With slim prospects for a larger budget, faculty input was solicited this year to identify targets for cancellation from the 2015-16 list. Lists of all titles costing \$400 or more were sent to relevant departments for faculty review. As a result, the cancellation of 37 titles costing a total of about \$40,000 will be implemented in the year ahead.

Withdrawal in the Periodical stacks continued with the removal of about 400 volumes for 30 titles no longer relevant to the University curriculum.

A major periodicals project was completed during the summer of 2014 when the entire collection was **shifted**. During this work, remaining periodicals were moved forward to fill space vacated by nearly 8,500 volumes removed over the past few years. The next phase of this project will be to expand the book collection into the empty shelves made available at the end of the periodical stacks. In fact, when it became apparent that a change could be made to eliminate a shelving split in the folio collection, additional shifting in the periodicals collection was undertaken during the spring. The purchase of a new JSTOR collection will lead to additional withdrawals and shifting in the year ahead as we remove print volumes covered by online access from JSTOR. After this is done, we plan to **inventory** the Periodicals collection, updating the catalog holdings as needed to accurately reflect current holdings. Chelsi Cannon, the Special Collections Librarian, has already begun to inventory Heritage Room periodicals.

The binding of Heritage Room periodicals resumed after about a year long hiatus. We are also planning to resume binding of some of our rare periodicals soon. (The rare periodicals collection of several nineteenth-century and other older titles is stored in the Periodicals workroom.) Shipment scheduling and quality issues with our new binder, HF Group have been mostly resolved so this process should proceed smoothly from now on.

This year we made the switch from Innovative's *WebBridge* link resolver to the ***Proquest 360 Link***. The link resolver provides patrons with a link to available full text journal articles regardless of the database being used for searching. This change also included a transition from Innovative's *CASE* service to the Proquest title list of online journals. Implementation went smoothly and reliability seems better.

Interlibrary Loan

This year **interlibrary loan activity** reversed the pattern of decline we had seen in recent years with an overall increase of about 25.6% and a combined total of 847 items lent or borrowed. Lending was up for both books and articles. Article requests from our patrons declined, but the book request total was higher. With an improved link resolver in place, patron success in retrieving articles may be a contributing factor in the decline of article requests. The LINK+ service remains the more popular method for obtaining books and media, but interlibrary loan is an effective way to request journal articles not owned here.

LA SIERRA UNIVERSITY
 LIBRARY ACQUISITIONS BUDGET REPORT
 2014-2015

<u>FUND</u>	<u>BUDGET</u>	<u>EXPENDED</u>
COLLEGE OF ARTS & SCIENCES		
Art	\$1,500	\$1,170.66
Biology	\$3,500	\$2,903.08
Chemistry	\$1,700	\$1,713.23
Communication	\$1,000	\$842.12
Criminal Justice	\$1,000	\$917.96
English	\$6,500	\$6,540.04
Health & Exercise Science	\$2,000	\$1,806.24
History	\$5,000	\$4,770.23
Juvenile Literature	\$500	\$350.95
Mathematics	\$500	\$285.23
Music	\$3,500	\$3,203.34
Physics	\$1,700	\$1,772.71
Psychology	\$2,000	\$1,868.53
Social Work	\$2,000	\$1,998.94
World Languages	\$1,000	\$1,177.53
HONORS PROGRAM	\$500	\$58.95
UNIVERSITY STUDIES	\$500	\$105.62
SCHOOL OF BUSINESS	\$7,000	\$6,811.08
SCHOOL OF EDUCATION	\$5,000	\$4,260.08
SCHOOL OF RELIGION	\$6,000	\$5,549.32
 UNIVERSITY LIBRARY		
Electronic Resources	\$187,220	\$199,409.54
Heritage	\$1,000	\$1,120.39
Periodical Bind./Microforms	\$9,000	\$9,000.00
Periodical Subsidy	\$24,600	\$24,600.00
Rebind Books	\$7,000	\$6,556.92
Reference Standing Orders	\$30,000	\$30,335.40
Reference, New Titles	\$3,000	\$2,774.25
Resource Development	\$3,500	\$3,434.20
 TAX	 \$6,000	 \$5,493.52
SHIPPING	\$1,000	\$633.31
 TOTAL	 \$324,720	 \$331,463.37
 BARNARD ENDOWMENT	 \$1,804	 \$1,712.35
BROWN MUSIC LIBRARY	\$11,965	\$9,794.91
BRUNIE ENDOWMENT	\$1,297	\$198.27

ANNUAL RECORD OF ADDITIONS

July 1, 2014 - June 30, 2015

	<u>BOOKS</u>	<u>GENERAL</u>	<u>SDA</u>	<u>TOTAL</u>
A	General Works	1	1	2
B	Philosophy, Psychology, Religion	720	105	825
C-F	History	250	0	250
G	Geog., Anthro., Recreation	74	0	74
H	Social Sciences	367	3	370
J	Political Science	28	0	28
K	Law	73	1	74
L	Education	156	22	178
M	Music	125	1	126
N	Fine Arts	46	0	46
P	Philology & Literature	854	8	862
Q	Science	164	1	165
R	Medicine & Related Subjects	129	7	136
S	Agriculture	5	0	5
T	Technology	66	5	71
U	Military Science	8	0	8
V	Naval Science	0	0	0
Z	Bibliography & Librarianship	28	1	29
	Paperback Books (Unclassified)	0	0	0
	CRC Textbooks	<u>0</u>	<u>0</u>	<u>0</u>
	TOTAL BOOKS	3,094	155	3,249
	BOUND PERIODICALS			395
	TOTAL BOOKS AND PERIODICALS			3,644
	AUDIOVISUAL MATERIALS			
	Microfiche	0		
	Microfilm	3		
	Music CDs	0		
	Videotapes/DVDs	<u>17</u>		
	TOTAL AUDIOVISUAL			20
TOTAL:	BOOKS, PERIODICALS, AUDIOVISUAL			3,664

ANNUAL RECORD OF WITHDRAWALS

July 1, 2014- June 30, 2015

	<u>BOOKS</u>	<u>TOTAL</u>
A	General Works	24
B	Philosophy, Psychology, Religion	179
C-F	History	747
G	Geog., Anthro., Recreation	8
H	Social Sciences	220
J	Political Science	1
K	Law	5
L	Education	22
M	Music	1
N	Fine Arts	3
P	Philology & Literature	74
Q	Science	36
R	Medicine & Related Subjects	41
S	Agriculture	0
T	Technology	311
U	Military Science	1
V	Naval Science	0
Z	Bibliography & Librarianship	18
	Paperback Books (Unclassified)	<u>0</u>
TOTAL BOOKS		1,691
TOTAL BOUND PERIODICALS		428
AUDIOVISUAL MATERIALS		
	Videos	<u>0</u>
TOTAL AUDIOVISUAL MATERIALS		0
BOOKS, PERIODICALS, AUDIOVISUAL		
TOTAL:		2,119

TOTAL HOLDINGS REPORT

June 30, 2015

	<u>BOOKS</u>	<u>TOTAL</u>
A	General Works	626
B	Philosophy, Psychology, Religion	49,523
C-F	History	28,737
G	Geog., Anthro., Recreation	7,215
H	Social Sciences	21,629
J	Political Science	2,737
K	Law	3,040
L	Education	14,900
M	Music	8,121
N	Fine Arts	5,946
P	Philology & Literature	35,301
Q	Science	19,159
R	Medicine & Related Subjects	6,927
S	Agriculture	1,785
T	Technology	5,199
U	Military Science	519
V	Naval Science	171
Z	Bibliography & Librarianship	5,264
	Paperback Books (Unclassified)	40
	Theses (Last counted separately, 1977-78)	<u>1,106</u>
	TOTAL BOOKS	217,945
	BOUND PERIODICALS	<u>37,749</u>
	TOTAL BOOKS AND PERIODICALS	255,694
	AUDIOVISUAL MATERIALS*	
	Audio Cassette Tapes	1,747
	Films	6
	Microfilm Reels	5,873
	Microcards	1,304
	Music Compact Discs	2,047
	Video/DVDs	1,770
	Microfiche	<u>373,625</u>
	TOTAL AUDIOVISUAL	386,372
	* Holdings (except microform) verified by physical count 7/98	
	GRAND TOTAL:	
	BOOKS, PERIODICALS, AUDIOVISUAL	642,066

SUMMARY OF LIBRARY STATISTICS (2014-15)

Department of Public Services

Total circulation (books, media & periodicals)	20,251
In house Circulation	6,628
Computer Searches	229,347
Orientation (#classes / attendance)	102/1,722

Interlibrary Loan

Interlibrary loan lending	567	
LINK+ lending	<u>952</u>	
Total Lending:		1,519
Interlibrary loan borrowing	196	
LINK+ borrowing	<u>3,537</u>	
Total Borrowing:		3,733

Department of Technical Services

Periodicals		
Subscriptions	792	
Noncurrent titles held	3,160	
Total titles held	3,952	
Expenditures for Serial subscriptions	\$157,053	
Expenditures for Serial binding	\$6,145	
Volumes bound	395	

Acquisitions and Cataloging

Expenditures for Books & AV materials	\$98,454
Expenditures for Electronic Resources	\$199,410
Books Cataloged	3,249
AV materials added	20
Books, periodicals and AV materials withdrawn	2,120

Holdings summary

Books	217,945	
Bound Periodicals	<u>37,749</u>	
Total bound books and periodicals		255,694
Audiovisuals		<u>386,372</u>
Total All materials		642,066
Current periodical subscriptions	792	
Online Full-Text Journals	51,180	
ElectronicBooks	118,844	
Database Total	79	
Archives, Linear Feet		446