

Library Annual Report



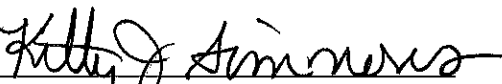
2015-2016



LA SIERRA UNIVERSITY LIBRARY

July 1, 2015 to June 30, 2016

Submitted by


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

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LA SIERRA UNIVERSITY LIBRARY

ANNUAL REPORT

2015-2016

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**LA SIERRA UNIVERSITY LIBRARY
PERSONNEL**

July 1, 2015 - June 30, 2016

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

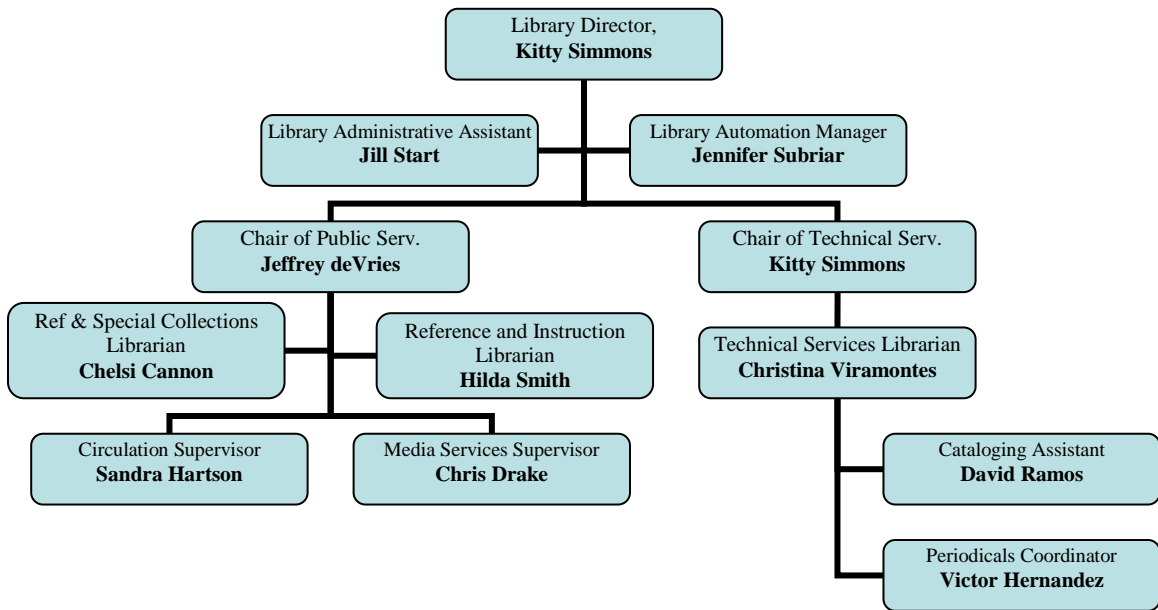
Department of Technical Services

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

LA SIERRA UNIVERSITY LIBRARY

ORGANIZATIONAL CHART

2015-2016



LA SIERRA UNIVERSITY LIBRARY

MISSION STATEMENT

The La Sierra University Library is the center of informal learning on campus, supporting the information needs of students, faculty and staff. The Library maintains local collections of print, audio-visual, and online resources; provides access to remotely held materials; and offers an environment conducive to study and collaboration. The Library faculty and staff are committed to meeting patron needs through integrity, competence, and efficiency in a context of kindness, patience, and understanding.

DIRECTOR'S REPORT

July 1, 2015 – June 30, 2016

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 although a couple staff were away for some time. Jill Start was out much of the summer on medical leave. Chelsi Cannon left on maternity leave during April, planning to return next September. Part time librarians Shanalee Tamares and Emily Croft were hired to cover reference desk duties in Chelsi's absence.

During the University **Service Awards** presentation in the fall, Victor Hernandez, Jill Start, and Christina Viramontes were each recognized for 15 years of service. Jenni Subriar received an award for 10 years of service.

Financial Summary*

Item	Amount
Revenue	(\$5,059)
Operating expenses	\$460,415
Labor costs	\$896,052
Capital Equipment Expenses	\$113,535
TOTAL	\$1,464,943

* As of August 25, 2016. Final fiscal year amounts may differ.

Highlights of the Year

Collections

A community donor enriched our collection this year with a sizeable donation of history and other non-fiction books. Many titles related to World War II and the Holocaust were added from this donation.

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

- *Archaeology of Food: An Encyclopedia*
- *The Bible in Music, a Dictionary of Songs, Works, and More*
- *Encyclopedia of Film Composers*
- *Cloning: a Reference Handbook.*

The Library's roster of **electronic resources** was expanded this year with access to 66 additional titles in the *Gale Virtual Reference Collection*. An upgrade for this much-used resource is always appreciated by students. We have reached the limit of database spending without an infusion of additional funds.

Events and Meetings

The Library hosted a variety of **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 began in August with the annual summer party. This year instead of the traditional trek to the beach, we opted for an on-site "staycation" with the theme "Crouching Tiger, Hidden Dinner." While the Library was closed during the afternoon, student employees, librarians, and staff enjoyed snacks, and table games. Movie viewing options included *Crouching Tiger, Hidden Dragon* and *The Birds*, both chosen from the Library Media Services collection. Festivities concluded with the serving of a catered Chinese food dinner. This event was attended by 100 % of the scheduled staff, the highest rate of participation we have ever achieved during our summer event.

The theme for the Fall **Library Colloquium** was "Creating Our Library's Vision for a User-Centered Future." The program included videos and a PowerPoint presentation delivered by the Library Director. The book entitled *Library 2020: Today's Leading Visionaries Describe Tomorrow's Library* was a useful resource for this forum. In late September, we welcomed our student workers back with a bagel and fruit breakfast.

We participated in the campus-wide celebration of International Education Week in November with an evening event in the Library atrium entitled "**Tea Time Around the World.**" Teas and treats from China, Japan, Brazil, Egypt, England, and other countries were served to patrons from decorated tables. Heidi Weiss-Krum and her staff in the Office of International Student Services made arrangements for offering the exotic brews and providing a musical background. We were pleased to host this very well attended event.

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 bookmark ornaments this year for the Library Christmas tree. Packable nylon backpacks 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 two years ago as a way to help students cope with exam-related pressures. 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 2016 meeting was an update of Library issues and activities since the group met last January. Topics included the Library's passport program, assessment activities, budget and space items, and current projects. Jeff de Vries took leadership responsibility for the Library Undergraduate Research Prize (LURP) subcommittee this year, updating the submission and review process and convening the group in May to select the year's winners.

This year the Provost invited the Library to make a presentation as part of his **New Faculty Orientation** program. At the end of January, the librarians joined about 6 of the new teaching faculty members for lunch in the Palm Room. After lunch, we made short presentations about library collections and services for the group.

In late February, the Library and the Department of History, Politics, and Sociology co-hosted the annual **Isaac Backus American Freedoms Lecture**. Light refreshments were provided before the evening event which was scheduled in Cossentine Hall. This year's program, entitled "The Least Dangerous Branch," was delivered by Walter Carson, Vice President and General Counsel for the Columbia Union Conference of Seventh-day Adventists. Carson is the only Seventh-day Adventist to have successfully argued a case before the U.S. Supreme Court. He spoke about his Supreme Court experience and also about some of the challenges and issues facing religious liberty today. Following the lecture, the speaker responded to questions from the floor as moderated by Dr. Gary Ross, former General Conference Congressional Liaison and former La Sierra University faculty member. An audience of about 125 people from both the University and the wider area community was present for this informative and interesting presentation.

The poodle skirts came out in March when the Library's **Hound Dog Diner** was set up in the Technical Services and kitchen areas. The Library's waitresses (Library Director and her Administrative Assistant) and kitchen crew (librarians and staff) took orders, serving our student workers and other staff made-to-order "hot dogs," fries, and milkshakes.

April brought a celebration of new life to the Library as we hosted a **baby shower for Chelsi Cannon**, who was expecting a baby girl. We were pleased that Chelsi's mother was able to join us at this happy event. A catered Mexican food lunch preceded the opening of gifts. We also watched a video Chris Drake had made with staff members offering some interesting advice to Chelsi in her new role as Mother.

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.

During Research Emphasis Week in May, the fifth annual **Library Undergraduate Research Prizes** were awarded. Amanda Shultz won the \$500 First Prize for her essay entitled "Soap and Water is Not Cheap: A Protest Against 1919's American Society." This was based on a short story by the Polish immigrant author Anzia Yezierska. Nicquelle Godfrey received \$300 for her Second Prize winning essay entitled "Dürer's Rhinoceros: an Object Study," and this year's \$200 Third Prize went to Bianca Flores for her essay entitled "Intimate Partner Violence in Young

Adulthood.” 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.

Barely into June, and it was time to **bid farewell** with cake and good wishes to our graduating seniors and other students leaving their Library jobs. We closed out the school year with a **poetry reading** in the atrium during final exams week. One of the English upper-division poetry classes made arrangements for students to meet here and read their original poems as part of their finals experience. A keyboard player provided background music, and the Library joined with students from the class in supplying an array of light refreshments. Other students attracted by this “happening” in the atrium also came in to enjoy the event bringing the attendance total to about 50 people.

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. This year’s group study room reservation total of 251, amounted to a 37% decrease from last year’s number. Although fewer reservations were made this year, casual observation indicates steady use of these rooms, and student feedback consistently reflects high demand.

Graduate carrel occupancy ranged from 8 during Fall Quarter to 14 occupied during Winter and Spring Quarters, matching last year’s numbers.

The Library’s annual **Book Sale** was held during the Spring Quarter, raising a total of \$1,855. 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 \$134 from Better World Books as payment for books sent after the 2014-15 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.

During the Winter Quarter, we displayed our large vinyl “**Meet Me @ The Library**” banner from the upper atrium railing. This banner features an eye-catching graphic on a bright yellow background. 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.

During Spring Quarter we displayed our large **book sale banner** in the Library Lobby which was designed by the University’s Marketing Department to advertise our annual fund raising effort. 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. There are times when students are turned away because all the LICOL computers are in use.

Several computers were purchased for both patrons and staff during the past year. Seven new Dell Optiplex 3020 computers, three 22-inch monitors, one MacBook Air laptop, and two Dell Latitude laptops were acquired.

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
9	Laptops
1	Printers
1	Scanner
Quantity	Staff Device
24	Desktop computers
3	Laptops (1 netbooks)
16	Printers
2	Scanners

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, named Millennium, is being shared with Pacific Union College (PUC).

Innovative Interfaces continues to expand offerings for the new version of their integrated library system called **Sierra**. Migrating from the previous generation Millennium platform we are currently using to the new Sierra system would bring many benefits. 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.

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. The year's equipment purchases included a rolling glass whiteboard, two new book carts, a platform cart, and six handheld radios for staff to use during emergencies. Ten study table chairs, five staff lounge chairs, and two sofas were **reupholstered**, with plans to similarly refurbish more furniture in the year ahead. New **vertical blinds** were installed on fourteen windows: five in the Lincoln room, five on the east side of the third floor (with new hardware), two in the cataloging area (with new hardware), and two in the administrative assistant office (with new hardware).

We also purchased **sign frames** to update stack end signage throughout the library. Templates will be used to create inserts indicating call numbers and subject information. Work to print these inserts and mount the frames will begin in the year ahead. Work on mounting previously acquired door signage which was started this year will be completed in the year ahead.

At the beginning of Winter Quarter, two "**FitDesks**" were installed in the Library's third floor upper atrium. These are adjustable exercise bikes equipped with a desk platform and performance meter. They are conveniently located near power outlets to facilitate the use of laptops and other mobile devices. This installation was the result of a collaboration between Keith Drieberg (School of Education), Rob Thomas (Health and Exercise Science Department), and the Library. Keith initially brought the idea to our attention, and Rob agreed to fund the new equipment. Other academic libraries are offering such hybrid exercise-study equipment, and we were pleased to be part of this innovative trend. Benefits include helping to make the Library a more popular and comfortable destination while promoting good health and exercise as a companion to study and academic achievement.

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.

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, but since no response has been forthcoming, we plan to continue focusing attention on the problem.

Challenges for the Future

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

Effectively **countering the too-prevalent misperception** among many students and some faculty that **“everything is on the Internet”** is a significant challenge. Library faculty and staff must seek innovative ways to heighten engagement and awareness of the services and collections we offer to enhance student success. 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.

Although **budget** is always a limiting factor, another year with a library budget reduction is a continuing cause for concern. When this situation last occurred, reduced funding was met by freezing (and eventually eliminating) a vacant library position. However, since that option is no longer viable, the materials budget has been the target for budget reductions. This year’s \$40,000 cut in the materials budget coupled with an elimination of the \$10,000 which had been added in recent years for criminal justice purchases resulted in the lowest amount available for library resources since 2003. Since costs for library databases and journals increase annually, maintaining existing subscriptions is difficult even when the budget remains flat. Unless this situation improves soon, difficult decisions about the elimination of resources will be required. During this year’s preparation cycle for the 2016-17 budget, we learned that the Library’s operating budget was also being reduced significantly. This cut is being met by reducing librarian hours during the summer. The University’s discouraging track record in restoring funding, even when conditions improve, adds to the concern caused by these latest cuts. Reduced funding for materials and operations undermines the Library’s ability to meet the information needs of students and faculty.

The Library’s **personnel limitations** are daunting as we contemplate taking on new challenges without jeopardizing the existing quality of service. In the current fiscal environment there is no possibility of hiring additional librarians. The kind of outreach and enhanced services we need to be offering is impossible 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 instruction or other initiatives to support research 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 align with what is happening elsewhere and would make a significant contribution here.

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 nearly 45 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. Re-visioning 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 less in our increasingly digital environment, space for collections continues to be a challenge in the existing facility. As an interim solution, compact shelving could alleviate current pressures by freeing up book stack space for other student uses without requiring major structural changes. Of course, this type of storage could 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, and our feedback indicates that this is indeed happening. 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, 2015 - June 30, 2016

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 both the Public Services, and Technical Services areas of this Annual Report. Although some of the information presented here is repeated elsewhere in the report, it is gathered in this section for the convenience of the University Assessment Committee.

Library Performance Outcomes

The Library Performance Outcomes grid (p. 15), developed five 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 with the intent of maximizing impact and coordination with the University's overall goal of outstanding educational opportunity. Following our plan, in previous years we have already reported on the Library's instruction program and website. The Library's presentation of **displays** was this year's chosen area of emphasis. The outcome of this effort is to extend the Library's educational reach through a program of visually interesting displays featuring ethical issues, current events, Seventh-day Adventist-related themes, and curriculum-based topics. This Library performance outcome aligns with the following University learning outcomes:

- Understand and appreciate differences
- Act in ethical and socially-responsible ways
- Demonstrate knowledge about Seventh-day Adventist heritage, culture, and values
- Reflect on spiritual life and development

Library lobby display cases are filled with rotating exhibits each year. These exhibits aligned especially well with the University to Library Alignment Matrix this year. *Appreciating differences, acting in ethical and socially responsible ways, demonstrating knowledge of Adventist heritage, culture, and values, as well as reflection on spiritual life and development* were all features of displays presented throughout the year.

Following an academic calendar, the first offering was our federally mandated Constitution Day exhibit in September. This year's focus was on First Amendment issues, using examples from recent news events. When a county clerk refuses marriage licenses to gay couples, what does our Constitution have to say about the intersection of religion in the workplace and the First Amendment "establishment" and "free exercise" clauses? The broader agenda was to stimulate

thinking about how *ethical actions and social responsibility* interact and co-exist with religious and moral convictions. Of course an *understanding and appreciation of differences* could also be gained from this exhibit.

The Fall Quarter display highlighted the life and work of Ellen G. White, one of the founders of the Seventh-day Adventist Church. The centenary commemoration of her death in 1915 provided a unique opportunity to showcase her 70-year ministry to Seventh-day Adventist students and to introduce this remarkable woman to non-Adventist students. Links to the Ellen G. White Research Guide and the Library's Heritage Room Research Guide were included in the campus-wide email sent to announce the display. This exhibit certainly was a rich source for learning about *Seventh-day Adventist heritage and culture*.

The Heritage Room display area continued the Ellen White theme during the fall quarter featuring a copy of the 1822 Teal Bible. This was also known as the "Big Bible" that Ellen White held at arm's length while in vision as a 17-year old girl in 1845. References telling of the event helped to tell the story that is part of our *Adventist heritage*.

The Winter Quarter display was prepared by the University's Center for Near Eastern Archaeology. Curated by Kristina Reed, Administrative Assistant and Research Fellow, rare and unique artifacts from the Center were displayed with signs detailing age and region. Artifacts from the Late Bronze Age (ca. 1800 BC) and other items unearthed from a well-preserved four room Iron Age house were among the featured pieces. The display highlighted La Sierra University's 18-year long involvement with the Madaba Plains Project, excavating the Jordanian site of Tall al-'Umayri. Information for students interested in joining the 2016 summer dig in Jordan was also provided. The study of archaeological evidence unearthed at these and other sites contributes to our understanding of past cultures and the Biblical record. Participation in these digs helps students *understand and appreciate differences* in today's Near Eastern cultures and peoples. The Library display supports this learning outcome by exposing students to ancient artifacts and cultures and by providing information students need to participate in the archaeology dig experience themselves.

Beginning in January, the Heritage Room display area featured some of the industries operated on the La Sierra Campus from the 1920's through the 1970's which helped students defray expenses by providing employment. In addition to the kind of office work still available to students, employment options in the past included construction, industrial, and agricultural jobs. This exhibit shared images illustrating the importance of manual labor in student life during this period of our University's history. The values of education and a strong work ethic are central to our *Seventh-day Adventist Heritage* and are still relevant for students in today's competitive world.

The spring Library lobby exhibit was based on the book entitled *25 Books Every Christian Should Read*. A distinguished group of scholars including representatives from Protestant, Catholic, and Orthodox traditions collaborated to create this list of important spiritual classics that span the centuries. The selected books on Christian faith and the life of prayer and discipleship, drawn from the La Sierra University Library collection, were displayed with a brief description and explanation of why they made the list. The wide range of experiences and testimony covered in this exhibit offered a rich opportunity for students to *understand and consider various viewpoints* within the Christian tradition and to ponder how people of faith relate to issues of *ethical and social responsibility*. Obviously this exhibit also provided a wonderful opportunity for students to *reflect on their own spiritual life and development*.

The 2015-16 year ended with the summer exhibit entitled “18 Centennials to Remember”. This display visually represented a wide variety of hundred year milestones with books, pictures, objects, and explanatory text. Topics included the San Diego Zoo, the grocery store, Charlie Chaplin, the Boeing Company, John D. Rockefeller, and more. This display cut a wide swath through American culture offering students a tantalizing glimpse into the past and making connections with their world today. Some of the featured achievements stimulated thinking about *social responsibility, ethical living and an appreciation for differences* within society.

One of the summer display cases was devoted to the Rio Olympic Summer Games. This topic presented news from current headlines, raising questions for further inquiry and providing a glimpse into the complex interactions that surround this major world sporting event. The display also offers a window into *understanding and appreciating different cultures*.

In addition to the traditional quarterly Library exhibits, we initiated a new “moveable” display program this year called **Books to Go**. Beginning in September, each month featured 10-20 books on a specific topic from our own library collection which students could check out. We actively marketed this program to students using special signage and social media (OrgSync and the Library Facebook page). This year’s Books to Go themes included college success, cooking, personal finance, the devotional life, creativity, physical fitness, happiness, and travel. Although the overall focus was on personal development, this activity also supported all the learning outcomes cited above. *Attention to social responsibility, ethical actions, learning to understand and appreciate the differences in others, adopting Seventh-day Adventist values, and a reflection on spiritual development* are all elements represented in the selected books that can contribute to personal success and growth.

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

Information Base Camp: Navigating an Ever-Changing Information Environment

2016-2021

 <p style="text-align: center;">Earth</p>	 <p style="text-align: center;">Wind</p>	 <p style="text-align: center;">Fire</p>
<p style="text-align: center;">Place, Environment, Space, Infrastructure</p>	<p style="text-align: center;">People, Collaboration, Marketing, Assessment</p>	<p style="text-align: center;">Tools, Collections</p>
<ul style="list-style-type: none"> • Provide a functional, inviting, safe environment for Library users and staff 	<ul style="list-style-type: none"> • Develop strong, positive connections with faculty, students, staff, and University administration 	<ul style="list-style-type: none"> • Build, sustain and provide access to print collections that align with the University's curriculum
<ul style="list-style-type: none"> • Leverage the Library's space to provide a variety of flexible learning spaces 	<ul style="list-style-type: none"> • Integrate information literacy instruction throughout the curriculum 	<ul style="list-style-type: none"> • Expand the development of digital collections and access to online databases
<ul style="list-style-type: none"> • Review and optimize the use of storage areas 	<ul style="list-style-type: none"> • Explore new avenues for marketing collections and services 	<ul style="list-style-type: none"> • Evaluate existing collections for currency and relevance, removing unneeded materials
<ul style="list-style-type: none"> • Build and maintain a robust technology infrastructure 	<ul style="list-style-type: none"> • Strengthen library assessment efforts 	<ul style="list-style-type: none"> • Provide tools that feature subject-based content and promote resource awareness
<ul style="list-style-type: none"> • Improve the Library web site as the gateway to collections and services 	<ul style="list-style-type: none"> • Provide space and/or support for cultural experiences 	<ul style="list-style-type: none"> • Enhance the relevance of the Library's Special Collections
<ul style="list-style-type: none"> • Improve wayfinding through clear signage and logical layout 	<ul style="list-style-type: none"> • Recruit and retain a staff sufficient in quantity and quality to deliver the Library's services and resources 	<ul style="list-style-type: none"> • Improve preservation and access to materials housed in the Heritage Room/Special Collections
<ul style="list-style-type: none"> • Create a work environment that fosters teamwork and excellent performance 	<ul style="list-style-type: none"> • Examine and improve touchpoints to enhance the Library user experience 	

La Sierra University Library Strategic Plan 2016-2021

Vision Statement

The La Sierra University Library will be the University's information base camp: providing expertise, space, and the resources needed to successfully navigate an ever-changing information environment. The information base camp library will be a place for discovery, collaboration, and inspiration in partnership with librarian guides prepared to support the quest for learning in the classroom and beyond.

Guiding Values

- Customer Service
- Education/ Life-long Learning
- Information Access
- Intellectual Freedom

Way We Serve Statement

Welcome to your destination for success in learning.

Mission Statement

The La Sierra University Library is the center of informal learning on campus, supporting the information needs of students, faculty, and staff. The Library maintains local collections of print, audio-visual, and online resources; provides access to remotely held materials; and offers an environment conducive to study and collaboration. The Library faculty and staff are committed to meeting patron needs through integrity, competence, and efficiency in a context of kindness, patience, and understanding.

Introduction

Over the next five years, the Library will implement the strategic goals outlined below which build on the accomplishments of previous planning efforts. These goals align with the University's overarching mission and demonstrate the Library's commitment to a user-centered experience.

Among the many advantages which foster our efforts are positive relationships with faculty and administrators, a general recognition within the University that the Library matters, and an attractive, well-used facility. The Library faculty and staff bring a high level of energy, enthusiasm, imagination, and expertise to their work. These qualities are essential in enabling them to effectively respond to ongoing change in the library and higher education environments.

However, as we chart a course for the future in this strategic plan, we must acknowledge barriers that could stall or derail our progress. We face substantial challenges in meeting many of these goals without improved resources. Of primary concern are limitations of space, staffing, and funding for materials and library services.

The Library building was erected about 45 years ago, long before computers and collaborative study became the focus of academic library experience. Although many adaptations to change have been made over the years, we are limited by the **constraints of the existing space** without a major renovation or expansion. Repurposing areas of the library to provide a better-equipped instruction space, to add more group study areas, or to enlarge our small computer lab would require a significant infusion of funds. The Library's special collections, currently housed in three separate areas of the building, need a more cohesive space with better storage solutions.

The library faculty and staff have been downsized over the years during campus-wide budget cuts even though demand for the services they provide has not diminished. Although technology has enabled us to do more with less in some areas, other activities such as library instruction, reference service, and collection development continue to be labor-intensive. A widespread decline in school libraries means that many students are arriving without basic library skills necessary for academic success. We have also observed that student confidence exceeds expertise in using the Internet for academic purposes. Given the University's priority on student learning and the importance of information/digital literacy, expanding the Library's outreach in this area is reflected in our strategic plan. Meeting new demands anticipated by the University's move into online education is another area of concern. The current level of librarian staffing is inadequate to deliver the comprehensive program of library instruction and classroom support that we recommend. Without additional staff we will be unlikely to meet goals related to the enhancement of library services. Unless the University's growth target includes a concurrent plan to improve and expand staffing, our already thin human resources capacity is a major concern.

Shrinking budgets for materials is a major barrier to expanding access. Since costs for database and journal subscriptions rise annually, a flat budget actually results in reduced buying power every year, and continuing budget cuts will inevitably result in cancellations. Without the University's commitment to increasing funding at appropriate, sustainable levels, the Library will be unable to support new programs, and support for existing programs will face further erosion.

The Library's lean operating budget provides little opportunity for making infrastructure improvements such as upgrading the integrated library system or offering technology-equipped study rooms. Students consistently urge having the Library open more hours, but funding issues block our ability to grant this request. Limited funding also restricts the cultural programming we are able to offer.

The Library's new strategic plan is structured around three major areas characterized by the themes Earth, Wind, and Fire. The Earth theme embodies the Library as place, the environment, use of space, and technology infrastructure. Our goal in this theme is to maintain an environment enabling us to fulfill the Library's vision and mission. The Wind theme is the Library's breath, covering people, collaboration, marketing, and assessment efforts. Goals under this theme support strengthening connections with our mission partners: faculty, students, administration, and staff. The Fire theme represents tools and collections, with a goal of strengthening these essential elements to accomplish the Library's vision and mission.

Library Goals and Objectives**EARTH -- Place, Environment, Space, Infrastructure****GOAL I: Maintain the environment needed to fulfill the Library's vision and mission****1. Provide a functional, inviting, safe environment for Library Users and staff**

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Replace worn blinds as needed	New blinds in place	2016
Develop a regular schedule for futon, beanbag, and other furniture cleaning	Cleaning schedule made, implementation begun	2016
Monitor upholstered furniture for stains, etc. and recover if needed	Routine established for discovering and fixing furniture problems Reupholstery completed as needed	2016-17
Make University administration aware of the need for improving/replacing the Library ceiling	Information about problems with the ceiling shared with key administrators	2016-17
Identify recreational options for Library users in addition to the jigsaw puzzle	Additional options identified and placed	2016-17
Add a moveable white board for student/staff use	White board available for use.	2016

2. Leverage the Library's space to provide a variety of flexible learning spaces with options for collaboration, quiet study, and social interaction

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Re-vision use of the Curriculum Resource Center	Proposal made/approved/implemented for new use of this area	2016-18
Survey the Library's use of public space with an eye to potential change for improvement	Proposal made for suggested changes Improvements made	2016-17 2018-21

3. Review and optimize the use of storage areas throughout the Library

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Survey Library storage space with an eye to potential change for improvement	Proposal made for suggested changes Improvements made	2016-17 2018-21

4. Build and maintain a robust technology infrastructure responsive to changing needs

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Consider an expansion of LICOL and/or adding Office software to “community computers”	Report on whether to expand LICOL Decide about adding Office software Implementation of decisions	2016-17 2016 2016-21
Explore the addition of more electrical outlets, charging stations	Report on adding outlets/charging stations Implement findings of report	2016-18 2017-21
Get dual proxy server working	Proxy Server works	2016

5. Continue improvement of the Library web site as the gateway to collections and services

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Develop a plan to remove stale web links and resources	Compile a list of stale links Update web site, removing unneeded links Establish a routine for regular link updates	2016 2016-17 2017-18
Develop guidelines for adding links to open source/free sites and other open access resources (such as etextbooks)	Guidelines formulated Open resource links added	2018-19 2019-21
Make sure that forms offered on the Library site function properly (such as the Reserve Request form)	Forms on Library web site tested for proper functioning	2016-17
Consider providing automated call number mapping	Investigate options for call number mapping	2018-19
Support mobile devices	Web site works on mobile devices	2016-21

6. Make sure people, places, and things are easy to locate through clear signage and logical layout

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Transition to a system of flexible, uniform signage throughout the building	New signs in place	2016-18
Update the stack end designations to reflect current book shelving	New stack end designations in place	2016-18
Maintain an accurate library map	Map updated	2016-17
Develop a multi-year plan of shifting to accommodate growth and realign collections into a logical sequence	Proposal made and implemented for shifting and realigning collections	2017-21

7. Create a work environment designed to foster teamwork and excellent performance

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Maintain a calendar of social events to promote camaraderie	Social events planned and promoted	2016-21
Query staff for suggestions to improve teamwork and performance	Staff input invited and addressed	2016-21

WIND — People, collaboration, marketing, assessment

GOAL II: Strengthen connections with our mission partners: administration, faculty, students, and staff

1. Develop connections with all faculty (full time, contract, and graduate student instructors) to maintain good relationships, to promote the use of Library resources, and to provide opportunities for feedback

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Regularly host orientation sessions for new faculty	Orientation sessions happen	2016-21
Reference librarians will meet individually with each new faculty member during their first year on campus	Contacts made with each new faculty member	2016-21

Reference librarians will continue regular visits with academic departments to gather library-related feedback and respond to service requests	Regular department visits happen with follow-up	2016-21
Explore opportunities with faculty to integrate/embed library resources, etc. into class presentations and assignments	Evidence of Library resources provided by librarians being included in course assignments and presentations	2016-21
Speak with faculty about including tutorials, reserves, articles, etc. for their classes in Blackboard	Chris Drake documents how to include library resources in Blackboard & distributes this information to faculty	2016-21
Figure out how to identify/contact contract faculty and how to inform them re: library collections and services, such as how to put textbooks on reserve	Outreach to deans/dept. chair regarding library support for contract faculty	2016-21
Track and celebrate faculty publications	Maintain a database/file of faculty publications Plan and deliver an event/display featuring faculty work	2016-21 2019-20

2. Collaborate with University administration and faculty to integrate information literacy instruction throughout the curriculum

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Integrate information literacy competency skills into general education courses	Information literacy delivery standardized for general education	2020-21
Meet with the General Studies Dean to discuss strategies for librarian participation in an information literacy program	Librarians plan info literacy plan to present Meet with General Studies Dean	2016-17 2016-17
Continue regular meetings with UNST faculty to discuss the role of the library in the freshman orientation experience and other opportunities for delivering information literacy	Attend and participate in UNST meetings	2016-21

3. Partner with C-SAS and other campus centers for academic support in their efforts to help students achieve academic success

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Librarians continue delivering C-SAS sponsored sessions for improving library skills	Offer and deliver C-SAS library skills sessions	2016-21
Meet with Directors of other areas (Writing Center, Career Center, Athletics, ESL, etc.) to explore how the Library could support their efforts to help students succeed academically	Schedule and meet with Directors Act on feedback generated from these meetings	2016-17 2017-18

4. Explore new methods for delivering reference service

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Consider options for delivering reference service outside the Library, such as in residence halls	Develop plans for alternative service points Implement external delivery of reference service	2018-19 2019-20
Develop tutorial videos	Identify ideas for needed tutorials Make the videos	2017-18 2018-19
As the University expands online/distance learning offerings, librarians will be prepared to take advantage of whatever technology becomes available for delivery of instruction and other library support	Stay informed about the University's plans for expansion of off-site course delivery Identify strategies to support distance learning Implement strategies	2016-21 2018-21

5. Expand opportunities for engagement with all students, including those who are not currently library users, transfer students, summer school students, distance/online learners, and others

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Continue the Speak Up @ The Library or similar focus group event	Report on focus group events and follow-up	2016-21
Connect with SALSU	Designate a library liaison with SALSU Report on interactions, feedback	2016-21
Contact summer instructors to offer library instruction	Identify who teaches during the summer, offer instruction services	2017-21

Develop outreach extending beyond the classroom or Library	Plan what outreach to other areas of campus would look like Implement the approved plan	2019-20 2021-21
Encourage greater participation in LURP, Update LURP guidelines	Expand LURP outreach Update LURP guidelines	2017-18 2016-17

6. Keep University Administration informed regarding the need for resources and other support to optimize the Library's outreach across campus

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Continue advocating for improved funding to better support the Library collections and services	Make regular reports to the Library Committee and Provost's Office regarding the need for necessary funding	2016-21
Identify staff in charge of handling campus tours and offer to participate in the Library portion and/or provide Library information for the tour guides	Contact staff who run tours, offering to provide support in the Library area	2016-17
Plan for library resource requirements when new academic programs are being considered for approval	Work with academic leadership during the new program approval process to include necessary library resources	2016-21

7. Explore new avenues for marketing the Library's collections and services

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Post library hours and holidays to social media	Library hours and holidays posted	2016-21
More actively promote the Library through social media	Library Facebook page updated at least weekly Announcements of library events/displays posted on OrgSync	2016-21
Participate in relevant campus events (HomeSchool Day, etc.)	Maintain an awareness of relevant campus events and volunteer to participate	2016-21
Consider hosting an event on site to strengthen ties with the campus community and raise Library awareness	Plan and host events	2018-21

Develop a more visual way to tell the Library story and to present statistics that demonstrate academic support	Research and plan a re-vision of the Library Annual Report. Implement the plan.	2019-21
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8. Provide space and support for cultural experiences in the Library and elsewhere on campus

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Partner with an academic department to sponsor/host at least one cultural experience each year	Host the event or other cultural experience	2016-21
Encourage musical performances in the atrium	Interact with Music Department faculty/students to invite atrium performances	2016-21
Explore co-sponsoring events such as poetry readings or other book-related activities with the English Department	Interact with English Department faculty/students to offer co-sponsoring relevant events	2017-21
Partner with Art faculty to feature student work in the Library	Interact with Art faculty/students to offer the Library as a display venue	2017-21

9. Strengthen Library assessment efforts, especially in the area of Library instruction

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Explore a variety of assessment methods for evaluating library instruction effectiveness	Research and decide on new assessment strategies for library instruction	2018-21
Include information literacy section in NSSE results, decide how to use that information	Receive and evaluate NSSE results	2017-21
Review and improve the reporting of our assessment efforts and results	Work with the Assessment Committee to improve our analysis and reporting	2016-21

10. Recruit and retain a staff sufficient in both quantity and quality to deliver the Library's program of services and resources

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Identify basic tasks that would be useful for most staff to know and implement cross training accordingly	Make a list of tasks for cross training	2016-17
	Decide on an implementation plan	2017-18
	Do the cross training	2018-19

Identify how student worker responsibilities might be expanded to help in areas currently outside their scope of activity	Research student employee deployment in similar libraries Plan for and expand Library student worker duties	2017-18 2018-20
Be sure each staff member understands the skills and competencies needed for success and receives performance feedback	Each supervisor tasked with identifying and sharing staff competencies in their area Schedule regular meetings to provide staff performance feedback	2018-19 2019-20
Provide career development and training opportunities for all staff to build the skills and knowledge required for successful performance	Staff tasked with identifying continuing education opportunities Supervisors work with staff to expand performance skills/knowledge	2017-21 2017-21
Review and possibly make adjustments in current staff deployment	Discussions initiated with all staff regarding potential deployment adjustments	2017-21
Recruit the best talent available	Search for the best as vacancies occur	2017-21

11. Examine and improve touchpoints throughout the Library to enhance the user experience (UX)

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Form a UX Committee (probably including student staff) to observe, analyze, and suggest changes designed to enhance the user experience	Committee appointed, meetings begin Periodically review UX and respond to feedback	2017-18 2017-21
Develop an online system for faculty to submit new book requests	Research and implement a plan for online book requests	2017-18

FIRE – Tools, Collections**GOAL III: Strengthen collections and other tools used to accomplish the Library mission****1. Build, sustain, and provide access to print collections that align with the University’s curriculum and mission**

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Seek to expand faculty participation in the book selection process	Identify and implement strategies for expanding faculty participation More faculty requests received	2017-18 2018-21
Review class reading lists to identify recommended titles to add to the collection	Faculty share reading lists Add recommended titles from reading lists	2017-21 2018-21
Encourage reference librarians to suggest purchases based on reference interviews with students and faculty	Reference librarians suggest purchases Add suggested titles	2017-21 2017-21

2. Expand the development and access of electronic collections in response to both current and anticipated needs

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Continue the development of digital collections in the Special Collections area, including audio archive and photos	Identify materials suitable for digitization Add to the digital collection	2017-21 2018-21
Respond to faculty suggestions regarding the Library’s database roster, such as the request to replace <i>LexisNexis</i> with <i>Westlaw Next</i>	Review and respond to faculty database suggestions	2016-21
Monitor the demand for ebooks, perhaps moving to a PDA, “Patron Driven Acquisitions” model	Review annual ebook usage reports Expand ebook offerings when demand seems to suggest a greater need and budget is available	2016-21 2018-21

3. Evaluate existing collections for currency and relevance, eliminating materials no longer needed for curricular support

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Continue aggressive book collection weeding, especially in high-growth areas	Review withdrawal statistics in the Library Annual Report	2016-21

Invite faculty to assist weeding in their areas of specialty	Identify interested faculty and invite their participation in withdrawing books	2016-21
Continue weeding in Periodicals and proceed with shifting due to the removal of volumes and cancellations	Identify Periodical titles for withdrawal	2016-21
	More shelf space is available after withdrawal and shifting	2016-21

4. Provide tools such as Research Guides that feature subject-based content and promote awareness of Library resources


TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Figure out how to keep existing guides current, removing dead links, adding new ones	Develop and implement a plan for updating/expanding Research Guides	2018-21
Identify areas where new guides are needed and develop them	Invite faculty/student suggestions for new guides	2017-21
	Develop new guides	2018-21
Figure out how to increase use of the Research Guides	Monitor Research Guide use as listed in the Library Annual Report	2016-21
	Work with faculty to promote or identify other strategies to improve use	2017-21

5. Enhance the relevance of the Library's Special Collections

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Provide and market periodic displays of Special Collections treasures	Plan and stage Special Collections displays	2016-21
Offer demonstrations and use of special collections materials to targeted classes (English, History, Art, etc.)	Maintain an awareness of classes where Special Collections materials could be featured	2016-21
	Reach out to relevant faculty to partner with class instruction or activities using Special collections	2017-21
Engage the community by featuring items of local special interest, perhaps engaging crowdsourcing for photo identification	Identification of ways to engage the community	2017-18
	Implement this outreach	2018-21

6. Improve preservation and access to the wide variety of materials housed in the Heritage Room/Special Collections

TASK DESCRIPTION	EVIDENCE OF PROGRESS	TIME FRAME
Develop finding aids to increase accessibility to Special Collections	Prepare additional finding aids	2017-21
Continue organizing efforts	Improvements made in Heritage Room organization	2017-21
Identify and implement a better solution for storing photographs	Research and implement photo storing strategies	2018-21
Complete the periodicals inventory to improve the accuracy of the catalog holdings information	Heritage Room periodicals holdings appear complete in the Library catalog	2021



AND


Let your voice be heard @ the Library!

Thursday, May 19th
3 p.m.

Library Atrium


FREE SNACKS!

Let us know how we can better serve you.



Speak Up on....

What do you want to tell us?



What do you find frustrating/confusing about the Library?

How can we help you do better research (for school or for life)?

Opportunities for Feedback

- **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 during May 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 event emerged from discussions among the librarians about what we wanted to learn from this experience:

- How can we help you do **better research**?
- What do you find **confusing/frustrating** about the Library?
- 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.

Many students suggested that we could help them do **better research** by offering workshops or tutorials on topics such as how to begin their research assignments, how to access databases, and how to find reliable sources. Help with citations and formatting resources also emerged as an area where research assistance would be appreciated. Expanding resources to include additional databases and other research-related materials was another frequent response to this question. *The reference librarians intend to use the feedback students provided to this question to help guide their research outreach in the year ahead.*

Among the most frequently cited areas of **frustration** for students were limited library hours, not enough computers, and not enough study rooms. Confusion about how to find books was also listed several times. Restrictions on eating in the library, problems with wi-fi, and issues with outdated or limited collections were other sources of dissatisfaction. *Complaints about wi-fi access are passed on to IT staff for attention. Perhaps pointing students to our Research Guide for understanding call numbers, updating the library map, and improving book stack signage would help alleviate book finding confusion. Our restrictions on food in the Library, though unpopular with some, will remain since they help preserve our collections, avoid damage to the furniture, and avoid attracting roaches and other undesirable pests. Covered drinks are acceptable throughout the building, and eating in the Library atrium is permitted.*

The message from “**What do you want to tell us?**” was an overwhelming appreciation for the outstanding/helpful librarians and staff. Many students expressed “library love” with comments like “The Library is my home”, “Nice community”, and “It’s a quiet place for study, thinking, and getting ready for exams.” Other areas praised were the collections, the atrium, and the newly added exercise bikes. Of course, the oft-repeated requests for longer hours and food and coffee were also part of what they wanted to tell us.

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. *We will continue to implement suggestions that can be funded and that seem appropriate for the Library space. Expanding hours and collections cannot happen until this becomes a University priority demonstrated by budgetary support. Since the Library’s budget has been reduced over the past couple of years, even maintaining the status quo is a challenge.*

- **SALSU Suggestions**

Another source of student feedback this year was a list of suggestions compiled from a SALSU survey and discussion at the SALSU Senate during their January meeting. The Library Committee undergraduate student representative was also an SALSU officer, and he sent this report to the Library Committee Chair who then forwarded it on to the Library Director for review and action. One of the items requested was to extend Library hours at the end of finals week. We were able to satisfy this need by changing the finals week schedule to stay open longer on Thursday and open earlier on Friday. We also gave attention to improving the markers available for white board use and made the study room reservation link easier to find on the Library web site. Another suggestion was for the purchase of *New York Times* best sellers, which we have already been offering for several years. This last item highlights a need for more effective marketing since some students seem unaware of existing resources/services. *We will continue to review the SALSU list and feedback recorded from this year’s Speak Up event closely when planning improvements for the year ahead.*

- **Faculty/Departmental Focus Groups**

One of the Library's primary relationships is with La Sierra University teaching faculty. It is critical for us to meet the needs of faculty not only in providing excellent instruction and research support for their students, but also to support their own, individual research. To that end, the Library meets with each academic entity on a three-year cycle to assess whether their library needs and expectations are being met and to provide relevant updates on changes in the Library. During the 2015-16 academic year we met with faculty in the HMS Richards Divinity School and in the following College of Arts and Sciences departments: Social Work, Health & Exercise Science, Film & Television, Psychology, and History, Politics, & Sociology.

The departmental focus group meetings cover a set of standard library services and features, such as the availability of library-based research instruction, our in-house Blackboard expert (Chris Drake, who routinely gets rave reviews), how to order books, the Library Undergraduate Research Prize, our willingness to meet with and assist faculty in designing research assignments, and so forth. (See p. 34 for the assessment form used during the departmental meetings.) Most importantly, we actively seek feedback from faculty on how we can better serve their needs. A few of the issues that were raised by faculty during the 2015-16 year include: how the Library responds to students making copies of copyrighted material; whether there was a way to search using a DOI; best practices for linking to journal and library material from within Blackboard; and how to better engage students with research resources. We greatly appreciated the Film & Television Department giving us a fascinating tour of their new studio. One common theme throughout our departmental meetings was the appreciation that faculty have for the Library and our staff.

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?

Instruction/Reference Assessment

- **Incoming Information Literacy Assessment (Passport)**

Freshmen are typically required to complete a University Studies (UNST) course. The Library has worked with C-SAS to encourage UNST instructors to participate in the Library's Passport program. The Passport is an activity booklet that introduces library collections and services to new students. In addition to having activities for students to perform, the Passport also includes some very rudimentary questions seeking to understand the level of information literacy incoming freshmen already possess. For the 2015-16 academic year the library received back 188 finished Passports (out of roughly 450 distributed). Approximately 16% of the returned Passports had incomplete data. From the remaining 84% we obtained the following information:

58% said that they had never searched a journal database before.

74% said they had never emailed a journal article to themselves before.

How much of the material in the Passport did you already know?	
0%	I knew it all already
13%	I knew most
18%	I knew about half
53%	I knew very little
16%	I didn't know any of this

The disturbing takeaway from the above table is that 87% of incoming freshmen said they knew half or less of the material in the already very basic Passport. This clearly indicates the necessity for a strong information literacy program at La Sierra University.

- **Instruction Assessment**

A key service of the Library is to provide instruction in performing library research and enhancing student information literacy. Any faculty member can request that a librarian come to their classroom and present a session on using library resources and effective research techniques. During the 2015-16 academic year we taught **83** instruction sessions, in **33** classes, and a total of **1,350** students. (See p. 38 for a list of sessions and unique classes taught).

To assess effectiveness in this critical task, we employ two different assessment methods. The first method solicits direct student feedback by using an evaluation form that students complete immediately at the end of the session. The second method, which we utilized for the first time last year, is to examine a random sample of research papers completed by the Spring Quarter ENGL 113 College Writing students, specifically looking at the reference section for depth and breadth of the cited sources. The results from these two methods are presented next.

Classroom Feedback

The Library Instruction Evaluation Form (see p. 39) allows students to rate how useful a library instruction session was, as well as the effectiveness and responsiveness of the librarian presenter. Students can also indicate whether the material was at an appropriate level and whether the presentation was too long or short. For the 2015-16 academic year we received 147 completed evaluation forms, and our sample size was 49 (33%). Here are the results:

Question	Yes	No	Somewhat
This session has given me the skills to find the appropriate information and the library resources I need for this class.	96%	0%	4%
The librarian clearly explained the material presented.	100%	0%	0%
The librarian was well-prepared.	100%	0%	0%
The librarian responded helpfully to questions.	100%	0%	0%
The handouts are helpful to me.	86%	2%	12%
I would recommend this session to a friend or colleague.	92%	0%	8%
	Just right	Too advanced	Too basic
The level of the material presented was:	92%	4%	4%
	Just right	Too long	Too short
The time allowed for this session was:	84%	8%	8%

We are happy with these very favorable results. The single “No” response was accompanied by a comment saying that they didn’t receive a handout. The handout feedback was mostly perceived to be helpful, but we may be able to tweak it a little more. The instruction level and time allowed feedback shows strong satisfaction, with equal numbers of too advanced/long and too basic/short responses, indicating that both are probably right on target.

ENGL 113 References

Starting last year we began examining the “Works Cited” section of randomly selected research papers from the Spring Quarter English 113 class, “College Writing.” The goal was to look for evidence of library instruction in the selection of cited sources, specifically a preponderance of “good,” “scholarly” sources, such as journal articles and books, and a minimum of less authoritative sources such as general web pages, YouTube

videos, etc. There were 9 sessions of ENGL 113 during Spring Quarter that requested library instruction, for a total of 156 students, and we received 22 randomly selected papers. Two of the papers had to be rejected, leaving us with 20 usable papers, or roughly 13% of the total papers submitted (assuming every student submitted a paper). Each source cited was coded as one of the following types of sources, and tabulated. The total number of sources of each type, expressed as a percentage of the total sources cited, are as follows:

Source	Percent
Journal Article	36%
General Website	27%
Book	13%
Government Website/Source	10%
Popular Magazine	6%
Encyclopedia	4%
YouTube	2%
Dictionary	2%

We were pleased to see how often journal articles and books were cited, but were a little surprised to see the low percentage of encyclopedia articles cited, since we routinely make use of encyclopedia articles during our presentations. It is possible that the instructors discouraged the use of encyclopedia articles; we don't know. General purpose websites, i.e. Google searches, are still fairly high.

We also did a weighted percentage of "good" sources compared to total sources for each paper, with the lowest ranking paper getting 60%, the highest ranking getting 100%, and the overall average for all papers was **79%**. The average last year was 74%.

Unique Instruction Sessions for the 2015-2016 Academic Year

Code	Number	Title	Sessions	Students
BIOL	276	Research Processes in Biology	2	46
CSAS	N/A	How to do a Research Paper	1	4
CSAS	N/A	APA and MLA Citations	1	4
EDCI	N/A	Homeschool Day	1	38
ENGL	111	College Writing	5	86
ENGL	112	College Writing	18	294
ENGL	113	College Writing	19	317
ENGL	124	Freshman Seminar in Writing	2	16
ENGL	304	Advanced Expository Writing	1	6
ENGL	382	Grammar and Linguistics	1	4
ENGL	604	Methods and Materials Literary Study	2	10
ENGL	606	Composition Theory and Practice	1	4
ENGL	410J	Nature Poetry	1	10
ENGL	410J	Town & Country Poetry	1	10
ENGL	457/557	Chaucer	2	14
ENGL	N/A	AP English - Bethel Christian HS	1	10
EXSC	204	Trends in Philosophy of Health	1	28
EXSC	416	Movement in Cultural Perspective	1	25
GEOL	316	Earth & Space Science	1	18
GSEM	790	Project Based Seminar (Andrews U)	1	20
HLSC	275	Critical Scholarship Health Sciences	1	32
HPSC	275	Critical Analysis	1	37
HPSC	497	Senior Research Colloquium	1	21
MGMT	507	Fundamentals of Business English	1	3
MGMT	544	Business Ethics	2	29
PSYC	321	Methods & Statistics I	1	32
RELE	205	Biblical Ethics Modern Times	1	23
RELG	510	Writing in Religion	1	6
RELH	483	History of Seventh-day Adventism	1	10
SOWK	252	Understanding SW Research Methods	1	27
SOWK	317	Social Work Methods	1	16
SOWK	204A	Introduction to Social Work	4	80
UNST	100	Critical Thinking	4	70
TOTALS			33	1,350

LA SIERRA UNIVERSITY LIBRARY

Library Instruction Evaluation Form

Name of course for which this instruction session was provided: _____

Course No.: _____ Course instructor: _____ Date: _____

Name of librarian making the presentation: _____ Building: _____

Please check the category that applies to you:

Freshman:____ Sophomore:____ Junior:____ Senior:____ Graduate:____ Staff:____ Faculty:____ Other:____

Please respond to the following statements related to the library instruction session that you have just attended. Check the box that most closely matches your opinion, and circle your selection in items 7 & 8. Omit responses to any items that do not apply to this particular instruction session.

	Yes	No	Somewhat
1. This session has given me the skills to find the appropriate information and Library resources I need for this class.			
2. The librarian clearly explained the material presented.			
3. The librarian was well-prepared.			
4. The librarian responded helpfully to participants' questions.			
5. The handouts are helpful to me.			
6. I would recommend this session to a friend or colleague.			
7. The level of the material presented was:	Just right	Too advanced	Too basic
8. The time allowed for this session was:	Just right	Too long	Too short

Suggestions or comments: _____

- **Reference Services Assessment**

The Reference Desk is one of the Library's most important areas for connecting with the University community. This is where librarians assist students and others directly with point-of-need, individualized, specific research assistance. As an academic library rather than a public library, we have the additional goal of not only locating good sources for our students, but also instructing them on how to perform library research themselves. In order to assess how well we are performing reference duties we used a questionnaire attached to a feedback form that was required from the ENGL 113 students. (See "Meeting with a Reference Librarian" form, p. 41). The questionnaire utilized a 5-point Likert scale with an additional "Doesn't Apply" option. The questions seek to understand whether the student found the reference interaction useful, a self-assessment of whether they felt more confident about research after the session, and questions concerning their interaction with the reference librarian. We received 41 responses back, with the following results:

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted-Score
The meeting was useful to me	66%	34%	0%	0%	0%	4.66
I feel more confident about finding sources	56%	39%	5%	0%	0%	4.51
The questions I asked were answered	63%	29%	7%	0%	0%	4.56
The librarian was helpful	68%	32%	0%	0%	0%	4.68
The librarian made me feel welcome	68%	32%	0%	0%	0%	4.68
I would talk to a librarian again	76%	24%	0%	0%	0%	4.76

The "weighted-score" assigns a weight of 5 to an answer of "Strongly Agree," a weight of 4 to "Agree," and so forth, so a weighted score of 4.66 means that the average response was 2/3 of the way towards "Strongly Agree." Higher weighted scores are better.

The most important questions to the reference librarians are the last three, as research shows those are the factors that most indicate a successful reference experience, and a greater likelihood of a student returning for help again. The question concerning student confidence may not be reflective of the library interaction since it could also be affected by a student's personal lack of self-confidence. Overall, we are pleased with these positive results, though there is always room for improvement.

Meeting with a Reference Librarian

Meet with a reference librarian at the LSU Library and discuss your research topic. The reference librarian should be able to assist you in finding some initial sources for your research paper. Be prepared to spend at least 30 minutes discussing your topic and learning how to use the research tools at the LSU Library.

[Optional] If assigned by your instructor, write a 1-page summary of your findings including any insights gained, useful sources found, your interaction with the librarian, etc. Attach your summary to this sheet when you hand it in.

_____ [_____] met with _____
 [Student Name] [Student ID] [Librarian]

on _____ to discuss my paper on _____
 [Date] [Topic]

Mention two specific things that were covered:

1.

2.

 [Student Signature]

 [Librarian Signature]

Please answer the following questions about your meeting with the reference librarian:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Doesn't Apply
Overall, the meeting was useful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident about finding sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The questions I asked were answered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The librarian made me feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would talk to a librarian again if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments?

[Instructors: If possible, please return this form to the library, including any attached summary.]

Assessment Case Study: Library Undergraduate Research Prize

The Library Undergraduate Research Prize (LURP) is a competition in which undergraduates can submit research papers that they have written for any undergraduate class at La Sierra University and compete for cash prizes and recognition. The goal of the program is to encourage the use of library resources in research assignments. A full description of the program can be found online at <http://lasierra.edu/lurp>

The number of papers received during the 2014-15 academic year was very disappointing – only 5 papers. From our work at the reference desk and from examining the ENGL 113 research papers submitted for our assessment work we knew that many more good papers were out there, but students were choosing not to participate. We contacted several students whom we knew had written superior papers, asking why they had not participated, and two major problems began to emerge. The first was a requirement that the student had to meet with a reference librarian and declare their interest in the LURP program at a very early stage in the writing process, and many students at that point are not sure whether they want to participate or not. The second problem was a requirement that the actual, submitted and graded paper had to be submitted to us in order to qualify, but a variety of problems made that inconvenient and/or difficult. The net result of these two rules was that many students did not want to participate.

Based on this student feedback, some significant adjustments were made to the submission process. We changed the rules so that an interview with a reference librarian, while still highly recommended, was not a prerequisite to submitting a paper. We also changed the rules so that an electronic form of the final draft of a paper would be acceptable. An additional side-effect of the new rules was that we could now contact professors at the end of each quarter and ask them to encourage students with strong papers to submit them. This change increased the pool of potential applicants. To further improve the overall process, we also created new, streamlined and simplified online forms for students and faculty to utilize and an online system for the LURP committee to use during the evaluation stage. The results for the 2015-16 academic year were very encouraging: **18** papers submitted, and the subjective quality of those papers was greatly improved over previous years. These results are a direct result of the library assessment of the program and subsequent implementation of an improved system.

DEPARTMENT OF PUBLIC SERVICES

July 1, 2015 – June 30, 2016

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

Personnel Challenges

Our References/Special Collections Librarian, Chelsi Cannon, had a pleasant surprise for us this year: a pregnancy! Chelsi and baby are doing great, and we're very happy for her and her family. Unfortunately, this meant she was not available for Spring Quarter, traditionally our most busy quarter when all the ENGL 113 students have a required reference interview. To fill the gap, one of our reference librarians took on an increased load, and we hired two part-time reference librarians, Emily Croft and Shanalee Tamares, who served admirably. However, this small change caused ripples which have affected our statistics, as will be shown below.

Reference/Instruction Services

The Reference Desk is one of the Library's most important areas for connecting with the University community. This is where librarians assist students and others directly with point-of-need, individualized, specific research assistance. As an academic library rather than a public library, we have the additional goal of not only locating good sources for our students, but also instructing them on how to perform library research themselves. In addition to our full-time (plus this year, temporary) 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	2015-16	2014-15	% diff 2015-16
Short	2,613	2,762	-5%
Long/Research	1,219	1,680	-27%
Email	140	152	-8%
Total	3,972	4,594	-14%

One side-effect of the previously mentioned personnel change was that the English Department, without consulting the Library, told their ENGL 113 instructors to not require a reference interview during Spring Quarter, out of an appreciated concern for our reduced staffing. We contacted them to discuss this, and eventually agreed to go along as an experiment, with some reservations. The result was not only a decrease in the number of ENGL 113 students seeking reference interviews, but instructors also decreased the number of requested instruction sessions. For comparison, last year we taught 32 sections of ENGL 113 in total, representing 608 students. This year, we were asked to teach only 19 sections (only 9 in Spring Quarter), serving 317 students, nearly a 50% reduction. Since ENGL 113 reference interviews last year represented almost 36% of our total “Long/Research” question reference load, it’s easy to see how these reduced numbers would affect our numbers this year. We will discuss with the English Department the best way to proceed next year.

We suggest that the decline across all reference question types can be mostly accounted for by the drop in ENGL 113 class interactions, and perhaps a small drop in overall enrollment. We will keep a close eye on these numbers, and take action if it appears to be an actual trend.

In order to assess **how well we are performing reference duties**, we used a questionnaire attached to a feedback form that was required from the ENGL 113 students. (See p. 41.) The questionnaire utilized a 5-point Likert scale with an additional “Doesn’t Apply” option. The questions seek to understand whether the student found the reference interaction useful, a self-assessment of whether they felt more confident about research after the session, and questions concerning their interaction with the reference librarian. We received 41 responses, with the following results:

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted-Score	2014-15
The meeting was useful to me	66%	34%	0%	0%	0%	4.66	4.63
I feel more confident about finding sources	56%	39%	5%	0%	0%	4.51	4.34
The questions I asked were answered	63%	29%	7%	0%	0%	4.56	4.47

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted-Score	2014-15 Score
The librarian was helpful	68%	32%	0%	0%	0%	4.68	4.66
The librarian made me feel welcome	68%	32%	0%	0%	0%	4.68	4.61
I would talk to a librarian again	76%	24%	0%	0%	0%	4.76	4.51

The most important questions to the reference librarians are the last three, as research shows those are the factors that most indicate a successful reference experience, and a greater likelihood of a student returning for help again. The question concerning student confidence may not be reflective of the library interaction since it could also be affected by a student's personal lack of self-confidence. All categories were higher than last year's already very positive results. Overall, we are pleased with these results, though there is always room for improvement.

One way that we **assess our instruction services** is through a **questionnaire** distributed immediately after some instruction sessions. The Library Instruction Evaluation Form (see p. 39) allows students to rate how useful a library instruction session was, as well as the effectiveness and responsiveness of the librarian presenter. Students can also indicate whether the material was at an appropriate level and whether the presentation was too long or short. For the 2015-16 academic year we received 147 completed evaluation forms, and our sample size was 49 (33%). Here are the results:

Question	Yes	No	Somewhat
This session has given me the skills to find the appropriate information and the library resources I need for this class.	96%	0%	4%
The librarian clearly explained the material presented.	100%	0%	0%
The librarian was well-prepared.	100%	0%	0%
The librarian responded helpfully to questions.	100%	0%	0%
The handouts are helpful to me.	86%	2%	12%
I would recommend this session to a friend or colleague.	92%	0%	8%
	Just right	Too advanced	Too basic
The level of the material presented was:	92%	4%	4%
	Just right	Too long	Too short
The time allowed for this session was:	84%	8%	8%

We are happy with these very favorable results. The single “No” response was accompanied by a comment saying that they didn’t receive a handout. The handout feedback was mostly perceived to be helpful, but we may be able to tweak it a little more. The instruction level and time allowed feedback shows strong satisfaction, with equal numbers of too advanced/long and too basic/short responses, indicating that both are probably right on target.

Another way that we assess our instruction services is by **examining the “Works Cited” section of randomly selected research papers from the Spring Quarter English 113 class, *College Writing***. The goal was to look for evidence of library instruction in the selection of cited sources, specifically a preponderance of “good,” “scholarly” sources, such as journal articles and books, and a minimum of less authoritative sources such as general web pages, YouTube videos, etc. There were 9 sessions of ENGL 113 during Spring Quarter that requested library instruction, for a total of 156 students, and we received 22 randomly selected papers. Two of the papers had to be rejected, leaving us with 20 usable papers, or roughly 13% of the total papers submitted (assuming every student submitted a paper). Each source cited was coded as one of the following types of sources, and tabulated. The total number of sources of each type, expressed as a percentage of the total sources cited, are as follows:

Resource Type	2015-16 Percent	2014-15 Percent
Journal Article	36%	14%
General Website	27%	25%
Book	13%	6%
Government Website/Source	10%	14%
Popular Magazine	6%	6%
Encyclopedia	4%	24%
YouTube	2%	7%
Dictionary	2%	2%

We were pleased to see how often journal articles and books were cited, but were a little surprised to see the low percentage of encyclopedia articles cited, since we routinely make use of encyclopedia articles during our presentations. It is possible that the instructors discouraged the use of encyclopedia articles; we don’t know. General purpose websites, i.e. Google searches, are still fairly high.

We also did a weighted percentage of “good” sources compared to total sources for each paper, with the lowest ranking paper getting 60%, the highest ranking getting 100%, and the overall average for all papers was **79%**. The average last year was 74%.

A key service of the Library is to **provide instruction in performing library research** and **enhancing student information literacy**. Any faculty member can request that a librarian come to their classroom and present a session on using library resources and effective research techniques. During the 2015-16 academic year we taught **83** instruction sessions, in **33** classes, and a total of **1,350** students. (See p.38 for a list of sessions and unique classes taught). Again, these numbers are down compared to last year, but can be mostly accounted for using a combination of reduced ENGL 113 classes and the small overall enrollment decline.

Year	Instruction Sessions	Students Taught
2011/12	75	1,328
2012/13	100	1,945
2013/14	110	1,765
2014/15	102	1,722
2015/16	83	1,350

In addition to teaching formal instruction classes, the Library also participates in the **freshmen University Studies (UNST) program**, via our **Passport program**. The Passport is an activity booklet that introduces library collections and services to new students. In addition to having activities for students to perform, the Passport also includes some very rudimentary questions seeking to understand the level of information literacy incoming freshmen already possess. For the 2015-16 academic year the library received back 188 finished Passports (out of roughly 450 distributed). Approximately 16% of the returned Passports had incomplete data. From the remaining 84% we obtained the following information:

58% said that they had never searched a journal database before.

74% said they had never emailed a journal article to themselves before.

How much of the material in the Passport did you already know?	
0%	I knew it all already
13%	I knew most
18%	I knew about half
53%	I knew very little
16%	I didn't know any of this

The disturbing takeaway from the above table is that 87% of incoming freshmen said they knew half or less of the material in the already very basic Passport. This clearly indicates the necessity for a strong **information literacy** program at La Sierra University.

Several changes were made to the Passport for next year, including a more extensive set of assessment questions, and a custom Criminal Justice campus version optimized for use by off-campus students with the inclusion of more of the Library's online resources and a

reduction of references to in-house only resources. We look forward to seeing how the new versions fare next year.

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.

The Library continues to work on providing research instruction resources for the University's **distance-learning students**, but is hampered by a lack of available personnel for the task. If the University continues to emphasize a distance-learning orientation, additional resources must be made available to support that effort.

La Sierra University's **Center for Student Academic Success (C-SAS)** provides a series of seminars each year as part of their **4U Program**, which is designed to assist students with academic and personal growth. Another opportunity for Library 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 in April. Attendance was down this year with about 5-6 students per session. Feedback for the seminars remains positive, and it is possible the series will be repeated next year.

In addition to one-on-one assistance and classroom instruction, reference service also sometimes includes meeting with groups. In January, seniors from the AP English class at **Bethel Christian School** were treated to a tour and a presentation on using the Library's research resources.

A group of twenty scholars from **Andrews University's** GSEM 790 "Project Based Seminar" class were treated to a tour of our Heritage Room in February, as well as an extended instruction session covering our extensive research resources. The students were then given ample time to use our resources under the helpful eyes of our Reference Librarians.

The La Sierra University School of Education hosted a **Homeschool Day** later in February, in which our Librarians played an active role. The goal of the program was to highlight resources available to homeschool instructors. The Library offered demonstrations and activities which were well attended.

A new web-based **Research Guide (LibGuide)** describing the various Library Instruction options available to faculty was created this year by Hilda Smith. It is hoped that faculty can use it to discover the wide variety of services the Library can provide to help promote information literacy for their students. In general, the Guides are posted on the Library website as additional "pathways" for students and faculty to find information.

Research Guides continue to be used as evidenced by the statistics below. Total usage has increased by 35%.

**Library Research Guides Usage
July, 2015 - June, 2016**

Academic Integrity (Avoiding Plagiarism)	97
Accounting, Economics & Finance	84
Archaeology	179
Art	22
Biology	14
Chemistry	10
Citation Analysis & Searching	51
Criminal Justice	43
Curriculum & Instruction	77
Ellen G. White	1,104
English Composition	810
Genealogy	80
Google Search Strategies	77
Health and Exercise Science	43
History, Politics and Society	18
Library Instruction*	33
Library Undergraduate Research Prize (LURP)	1,374
Management and Marketing	47
Mathematics	19
Music	21

Physics and Biophysics	27
Psychology	39
Religious Studies	62
Research Guides @ LSU by Subject: Business	14
Research Guides @ LSU by Subject: Education	13
Research Guides @ LSU by Subject: Humanities	6
Research Guides @ LSU by Subject: Other	8
Research Guides @ LSU by Subject: Religion	5
Research Guides @ LSU by Subject: Science	12
Research Guides Home	851
Research Skills– Call Numbers	661
Research Skills– Citations and Citing	36
Research Skills– Information Literacy	17
Research Skills– Primary And Secondary Sources	32
Research Skills – Subject Headings	144
Research Skills– The Research Process	161
SDA Missions Around the World	283
Social Work	62
Special Collections	1,265
Textbooks at the Library	191
Totals	8,092

*New Research Guide

The **Library Undergraduate Research Prize (LURP)** is a competition in which undergraduates can submit research papers that they have written for any undergraduate class at La Sierra University and compete for cash prizes and recognition. The goal of the program is to encourage the use of library resources in research assignments. A full description of the program can be found online at <http://lasierra.edu/lurp>

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Based on this student feedback, some significant adjustments were made to the submission process. We changed the rules so that an interview with a reference librarian, while still highly recommended, was not a prerequisite to submitting a paper. We also changed the rules so that an electronic form of the final draft of a paper would be acceptable. An additional side-effect of the new rules was that we could now contact professors at the end of each quarter and ask them to encourage students with strong papers to submit them. This change increased the pool of potential applicants. To further improve the overall process, we also created new, streamlined and simplified online forms for students and faculty to utilize and an online system for the LURP committee to use during the evaluation stage. The results for the 2015-16 academic year were very encouraging: 18 papers submitted, and the subjective quality of those papers was greatly improved over previous years. These results are a direct result of the library assessment of the program and subsequent implementation of an improved system.

The three winning LURP papers for the 2015-16 academic year (in winning order) are:

1. Amanda Shultz – “Soap and Water is Not Cheap: A Protest Against 1919’s American Society”
2. Niquelle Godfrey – “Dürer’s Rhinoceros: An Object Study”
3. Blanca Flores – “Intimate Partner Violence in Young Adulthood”

The **Library lobby display** cases were filled with rotating exhibits again this year. Following an academic calendar, the first offering was our federally mandated Constitution Day exhibit in September. This year’s focus was on First Amendment issues, using examples from recent news events. When a county clerk refuses marriage licenses to gay couples, what does our Constitution have to say about the intersection of religion in the workplace and the First Amendment “establishment” and “free exercise”

clauses? The broader agenda was to stimulate thinking about how ethical actions and social responsibility interact and co-exist with religious and moral convictions.

The Fall Quarter display highlighted the life and work of Ellen G. White, one of the founders of the Seventh-day Adventist Church. The centenary commemoration of her death in 1915 provided a unique opportunity to showcase her 70-year ministry to Seventh-day Adventist students and to introduce this remarkable woman to non-Adventist students. Links to the Ellen G. White Research Guide and the Library's Heritage Room Research Guide were included in the campus-wide email sent to announce the display.

The Heritage Room display area continued the Ellen White theme during the Fall Quarter featuring a copy of the 1822 Teal Bible. This was also known as the "Big Bible" that Ellen White held at arm's length while in vision as a 17-year old girl in 1845. References telling of the event helped to tell a story that is part of our Adventist heritage.

The Winter Quarter display was prepared by the University's Center for Near Eastern Archaeology. Curated by Kristina Reed, Administrative Assistant and Research Fellow, rare and unique artifacts from the Center were displayed with signs detailing age and region. Artifacts from the Late Bronze Age (ca. 1800 BC) and other items unearthed from a well-preserved four room Iron Age house were among the featured pieces. The display highlighted La Sierra University's 18-year long involvement with the Madaba Plains Project, excavating the Jordanian site of Tall al-'Umayri. Information for students interested in joining the 2016 summer dig in Jordan was also provided. The study of archaeological evidence unearthed at these and other sites contributes to an understanding of past cultures and the Biblical record, and participation in these digs helps students understand and appreciate differences in today's Near Eastern cultures and peoples.

Beginning in January, the Heritage Room display area featured some of the industries operated on the La Sierra Campus from the 1920's through the 1970's which helped students defray expenses by providing employment. In addition to the kind of office work still available to students, employment options in the past included construction, industrial, and agricultural jobs. This exhibit shared images illustrating the importance of manual labor in student life during this period of our University's history.

The spring Library lobby exhibit was based on the book *25 Books Every Christian Should Read*. A distinguished group of scholars including representatives from Protestant, Catholic, and Orthodox traditions collaborated to create this list of important spiritual classics that span the centuries. The selected books on Christian faith and the life of prayer and discipleship, drawn from the La Sierra University Library collection, were displayed with a brief description and explanation of why they made the list. The wide range of experiences and testimony covered in this exhibit offered a rich opportunity for students to understand and consider various viewpoints within the Christian tradition and to ponder how people of faith relate to issues of ethical and social responsibility.

The 2015-16 year ended with the summer exhibit entitled “18 Centennials to Remember.” This display visually represented a wide variety of hundred year milestones with books, pictures, objects, and explanatory text. Topics included the San Diego Zoo, the grocery store, Charlie Chaplin, the Boeing Company, John D. Rockefeller, and more. This display cut a wide swath through American culture offering students a tantalizing glimpse into the past and making connections with their world today

One of the summer display cases was devoted to the Rio Olympic Summer Games. This topic presented news from current headlines, raising questions for further inquiry and providing a glimpse into the complex interactions that surround this major world sporting event.

In addition to the traditional quarterly Library exhibits, we initiated a new “moveable” display program this year called **Books to Go**. Beginning in September, each month featured 10-20 books on a specific topic from our own library collection which students could check out. We actively marketed this program to students using special signage and social media (OrgSync and the Library Facebook page). This year’s Books to Go themes included college success, cooking, personal finance, the devotional life, creativity, physical fitness, happiness, and travel.

One of the Library’s primary relationships is with **La Sierra University teaching faculty**. It is critical for us to meet the needs of faculty not only in providing excellent instruction and research support for their students, but also to support their own, individual research. To that end, the Library meets with each academic entity on a three-year cycle to assess whether their library needs and expectations are being met and to provide relevant updates on changes in the Library. During the 2015-16 academic year we met with faculty in the HMS Richards Divinity School and in the following College of Arts and Sciences departments: Social Work, Health & Exercise Science, Film & Television, Psychology, and History, Politics, & Sociology.

The **departmental focus group meetings** cover a set of standard library services and features, such as the availability of library-based research instruction, our in-house Blackboard expert (Chris Drake, who routinely gets rave reviews), how to order books, the Library Undergraduate Research Prize, our willingness to meet with and assist faculty in designing research assignments, and so forth. Most importantly, we actively seek feedback from faculty on how we can better serve their needs. A few of the issues that were raised by faculty during the 2015-16 year include: how the Library responds to students making copies of copyrighted material; whether there was a way to search using a DOI; best practices for linking to journal and library material from within Blackboard; and how to better engage students with research resources. We greatly appreciated the Film & Television Department giving us a fascinating tour of their new studio. One common theme throughout our departmental meetings was the appreciation that faculty have for the Library and our staff.

One of the hurdles new faculty must face is becoming acquainted with all the campus resources available to them, including the Library. In previous years the Library has

hosted its own **New Faculty Library Orientation**, but this year we were invited to participate in the University's official new faculty orientation program. The Director, Reference Librarians, Special Collections Librarian, and Media Services Supervisor presented a concise explanation of the services and resources available at the Library for faculty and extended a welcoming invitation for future interactions. There were approximately 6 new faculty in attendance. While these meetings are attended by regular faculty, it is an ongoing problem for the Library on how to better connect with the large number of contract/adjunct faculty who are not invited to these sessions.

In addition to reference and instruction services, Public Services Librarians have engaged in a variety of **academic community outreach** activities to faculty and students. Librarians have served on several University committees and the Senate, helped conduct focus groups, and participated in a variety of University events throughout the year. Some of the events in which librarians participated include the HUB Festival, the President's Barbecue, the Wellness Fair, and several Freshman Orientation sessions. We enjoy participating in campus life and hope such effort increases Library recognition and use.

Circulation Services

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

The Library's **patron count** of 118,104 held steady with a slight increase over last year's number. Books **checked out** from the Library's collection slipped about 13% from 13,623 last year to 11,891 in 2015-16. Use of Library Reserves declined about 7% in 2015-16 to a borrowing total of 3,044. In-house use of print materials also decreased about 6% with 6,218 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 2,802 items through

LINK+, a decline of about 21% from last year's number. Our lending to other LINK+ institutions of 1,803 was about double the number of loans made last year. The decline seen in borrowing for our own patrons reflects a trend for lower borrowing rates that many academic libraries are reporting. The lending load is determined by LINK+ administration, so the reported increase may reflect a change in the algorithm used to spread lending more evenly across the consortium.

Database statistics show a 3.7% increase in overall use. Although not a large numerical bump, we are pleased to see a continuation of the upward trend reported over the past several years. Databases with significant rise in searches include *CollegeSource Online*, *Grove Music Online*, *JSTOR*, and *Value Line*. Ebook use was almost the same as last year (5,672 uses). This level of use doesn'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 finished shifting the R's and Q's into shelves vacated when the S-Z books were moved up to the second floor. Shifting was also done in the L-P areas to make space for adding the literature books that have been brought over from Loma Linda. On the third floor, shifting continued in the B's. Periodicals staff emptied more shelves by shifting remaining volumes closer together after recent withdrawal work was done. The H's were moved into the empty shelves vacated by periodicals. Shifting 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.

One student from Arizona Junior High and another from 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 the Special Collections area.

Because the Special Collections Librarian spent a portion of this year on pregnancy and maternity leaves, activity in the Heritage Room was a bit quieter than usual. While no new **digitization** efforts were begun, work to keep up-to-date digital files of the *Criterion* and the yearbook continued. Many photographs were also digitized on request for various advancement and other University personnel needs. For one such request, Dr. Fritz Guy and University Advancement used photographs, commencement programs and announcements, diplomas, and other ephemera for the preparation of an article on commencement at La Sierra University over the years in *La Sierra University Magazine*.

Organization and preservation projects also continued with the filing of backlog materials 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 **pamphlet file** inventory was completed last year, and new materials continued to be cataloged and added this year. The **inventory of Heritage Room periodicals** was put on hold this year as the Special Collections librarian focused on other areas.

The Special Collections Librarian continued to seek **instructional opportunities** for sharing Heritage Room resources with students. A class for English 113 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. Likewise, 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. English 604, *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. Finally, a music class visited this year to study the Heritage Room's oldest manuscript, a Middle Ages parchment with the music and words for the Mass on the Feast of Corpus Christi.

The first floor **display** case was used to bring attention to two collections this year. The Fall Quarter display featured a copy of the 1822 Teal Bible, also known as the 18.5 lb. “Big Bible” that Ellen White held at arm’s length while in vision as a 17-year old girl. The Bible, on loan from Ronald Graybill, included a facsimile binding of the one owned by the Harmon family. The display also included a sampling of the many plate engravings found in the Bible along with descriptions of how many of them were borrowed and then altered for Teal’s Bible. The Winter and Spring Quarter display featured a number of the industries operated on the La Sierra campus over the years to employ students and help the defray expenses. A student financial register showed Dr. Guy’s tuition when he attended La Sierra in the 1950’s. Photographs showed what the College Dairy looked like and campus buildings under construction with the help of student labor. Artifacts also commemorated students who worked in offices, FastPac, and the farm.

The Heritage Room **patron count** of 474 was down about 26% this year. The number of reference **questions** also declined from 281 last year to 197 questions asked this year. Both of these reductions in activity can probably be accounted for at least in part by the absence of the Special Collections Librarian noted above. 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.

University Archives

Over the summer of 2015, approximately 17.5 linear feet of archival material was deaccessioned. This allowed us to reorganize our first floor archival storage room and move many boxes off the floor.

Last year, we reported that the Special Collections Librarian had prepared a proposal for managing the University Archives. Although this information was passed on to University Administration for review and action, no progress has been made to date. This proposal is included here for the record:

Archives and Records Management Program Proposal

Brief History*

Loma Linda University - Riverside Campus

- LLU Department of Archives and Research opens Fall 1971. The Loma Linda department was staffed by two full time archivists and one Librarian
- During the 1972-73 academic year, James Nix, Associate University Archivist, worked to organize the La Sierra Campus Heritage Room in the new library, under the umbrella of the LLU Department of Archives and Research. The Annual Report explains, “The Department is organized with the University libraries to foster archival collecting concerning the history of the University as

- well as the history of the Seventh-day Adventist Church. The Department is also dedicated to the promotion of historical research in the above areas.”
- In 1975, the Department of Archives and Research became the Department of Archives and Special Collections, “it serves as the official archive for the university and fosters collection of materials, especially in the area of denominational history.”
 - In 1984-85, “the La Sierra Campus Heritage Room is under the coordination of Gilbert Abella. The Archive and Conservation programs for both campuses are coordinated by Dr. Randy Butler...” Butler, who organized the La Sierra College Presidential Papers, was “Archivist and Collections Curator.”
 - The Heritage Room had one full time librarian from April 1981-1986. In 1987, the position was divided between Special Collections and Reference. An archivist (Butler) was based at Loma Linda, but served both campuses until the 1989 split.

La Sierra University

- With the split from Loma Linda, La Sierra no longer has a “Department of Archives and Special Collections.” The Special Collections/ Reference librarian becomes a member of the Public Services Department. There is however, still a “Department of Archives and Special Collections” report written by the Special Collections/Reference Librarian for a number of years.
- During the 2000-2001 academic year, “approximately 100 boxes of archival material were moved up to the Library from Calkins Hall due to lack of space resulting from the remodeling of that building..., and the Library was able to house them, albeit at a considerable cost to its remaining space reserves.” The following year, steel shelving was acquired and a volunteer, Norm Karlow, spent 205 hours preparing box level (summary) descriptions of the archival material.
- Between 2002 and 2010, an additional 31 boxes from various departments were received and stored.
- The library’s storage space for archives is currently at capacity.

*Compiled from *Library Annual Reports*

Current Situation

A variety of University archival material is housed throughout the Library. In addition to storage in the Heritage Room, there are also boxes of materials being stored in an office in the Curriculum Resource Center area and in another office area on the third floor. The archival material includes an incomplete assortment of approximately 440 linear feet of Presidents' Subject Files and Correspondence, Minutes and Reports, Financial Registers, Dean’s Correspondence, Faculty papers, official school publications, and more.

Although the *Faculty Handbook* Part IC Section 2 outlines policies for archival material “to be deposited in the University Library’s Department of Archives and Special Collections,” such a department has not technically existed since the separation with

Loma Linda University. Indeed, even before the separation, attention was primarily focused on the collection of denominational materials for the Heritage Room rather than on University Archives. Thus, action to follow the current *Faculty Handbook* guidelines has been minimal and uneven compounded by inadequate staffing and the Library's space limitations. Consequently, many University records have been stored in various locations within the Administration building and other campus offices.

As a result of the lack of archival curation, the overcrowding in the Administration building, and the Provost's charge to serve "as secretary of the university, maintaining and validating its official documents" (*Faculty Handbook* Appendix to Part I, Job Description, K), in 2012-13, University administration decided to contract with Spectrum Imaging, an outside organization, to scan documents as an alternative to on-site storage. The Special Collections Librarian was invited to attend informational sessions but was uninvolved in the decision making process. While digitization of archival materials presents many benefits, such as full text searching and distributed access, relying on digital surrogates of archival material alone is inadvisable. While digitization is a move in the right direction, because the archival files hosted by Spectrum remain largely uncurated, relevant information retrieval will become increasingly cumbersome. More importantly, destruction of the originals and dependency on the surrogates risks the loss of information inherent in an original document and places undue confidence in the longevity of digital files. While strategies for digital preservation make strides daily, continued technological innovations, inevitable data loss, and format transfers mean that it is far from a sure thing. Without the originals, accidental deletions, security breaches, file manipulation, and corrupted files may be irreversible.

So, we currently have a mixture of archival files in the Library, scanned files under the purview of the Provost's office, an untenable archives policy in the *Faculty Handbook*, and no plan for the future. Meanwhile, archival documents are being generated on a regular basis. The University needs a plan for handling the documents which constitute its history. The *Faculty Handbook* needs to be revised to outline a realistic archives policy that will preserve institutional records effectively for future generations.

Proposal for Archives and Records Management Program

The current archives program description in the *Faculty Handbook* Part IC Section 2 is a vestige of the Loma Linda University Department of Archives and Special Collections. With the exception of volunteer hours, and occasional attention from the Special Collections Librarian, the "archives" has been unstaffed and only nominally active. The result has been overcrowding, and the accumulation of a plethora of undescribed materials.

While the Library Special Collections maintains files and materials documenting the history of the University, University Archives are administratively different and defined as inactive records of lasting value created in the course of official business. The close topical association between Special Collections curation of materials that document history and University Archives official records, is however why university archives are

often located within special collections departments. In addition to the curation function of Special Collections, archival work includes a records management component. This proposal covers both types of activities. The General Conference strongly recommends that all denominational organizations maintain Archives and Records Management Programs and outlines the structure of such a program in B 150 of the 2000-2001 *GC Working Policy* (See below).

Records Management Program

- Staff is expanded to include a Records Manager. This should be, at least initially, a .50% position.
- A Records Manager conducts a campus wide records survey to determine what records are being produced. The manager appraises and curates records, creates schedules for depositing records in the archives, and plans scanning and/or disposal in consultation with legal requirements and record producers.
- The record creators (campus departments) or the records manager, depending on resources, maintain active records. Inactive records are handled as specified in the records management schedule based on the records survey and developed to meet legal and campus policy requirements.

Archival Program

- Staff is expanded to include an Archivist. This should be at least a .50% position. Because of the effort required to begin a program and with the accumulated backlog, more hours will be needed initially. Although the roles are complimentary, a Records Manager and an Archivist serve different purposes and have different training. Given training and adequate time, the same person could theoretically fill both positions. In this case, during the beginning of the program, a cumulative full time position would be required.
- As archival material continues to grow with the normal continuation of business, it is imperative that University Administration determine a location for storage and access of records. The Library does not have adequate facilities for additional storage at this time.
- A reporting/administrative structure should be defined. Archival programs are frequently conducted within a library's Special Collections Department, but may also commonly be organized as an administrative division reporting to the Provost, or within Alumni Relations. A partnership with the Office of Institutional Research would provide a natural fit.
- The Archivist will work with the Records Manager to create records management schedules, curate and accession materials into both the physical archives and the digital archives hosted by Spectrum, process the materials and create finding aids, and provide managed access to materials according to legal requirements and University policy. University Archives often have posted hours, but may also be open by appointment only.

Born Digital Archives Program

- “Born Digital” materials and digital archives present unique challenges for collection and preservation. While reformatting items is often helpful in providing access, the original format (in the case of a Digital program, an e-file) provides unique information and is always preferable to a surrogate (in this case printed copy or other format). Thus, to prevent the “second dark age,” attention to the preservation of digital materials is essential. A records survey will include consideration of “born digital” records such as email correspondence, images, and other documents. A records manager and archivist will work together to curate the communication, and discover a suitable means for preserving the pertinent information. Accessioning born digital files into the archives hosted by Spectrum represents a good first step in this process.

Examples from other Universities**Loma Linda University**

The history of the Loma Linda University Archives is discussed above. Currently, the archives are part of the Department of Archives and Special Collections in the Del E. Webb Memorial Library. Archives and Special Collections are staffed by a full time Archivist/Librarian and three professional staff.

Andrews University Archives

“The Andrews University Archives is a University entity under the administration of the Provost. Functioning as one of the units of the Center for Adventist Research, the Archives is located on the lower level of the James White Library. The Archives assists offices as they maintain well-organized active, or current, files and provides guidance for transfer of appropriate inactive, or non-current, University records to storage.

The Andrews University Archives and Records Center was established in 1999 to manage the growing body of administrative records which had been stored all over campus, often for lack of better places, in old cabinets and boxes, and stuffed into closets or basement shelves.” <http://www.andrews.edu/services/archives/about/>

Walla Walla University

The Walla Walla University E.L. Mabley Archives are staffed by the Special Collections Librarian and a Staff Assistant. The archives have completed records management schedules and follow policies voted by the President’s Council in 2006.

General Conference Working Policy on Records Management

This policy is listed as B 145 in the 1999-2000 *GC Working Policy*, and as B 150 in the 2000-2001 *GC Working Policy*

RETENTION AND SAFEGUARDING OF RECORDS POLICY

B 60* Retention and Safeguarding of Records

B 60 05 Records Management

1. The normal operation of denominational organizations and institutions results in the production and accumulation of a large volume of files and records of varying degrees of administrative and historical value. In order to preserve documents of permanent value and to avoid the unnecessary preservation of unneeded materials, each organization will find it advantageous to establish a records management program.
2. Administrators of all organizations should evaluate the legal, financial, and cultural worth of various types of files and records produced in all offices. The political vicissitudes through which the world is constantly passing seriously affect property rights, for example, and demand the proper preservation of denominational property records. Corporate papers and board minutes not only tell the history of an organization but may be called upon in cases of litigation. Many other documents and general files that seem to be of little value beyond their initial retention period grow rapidly in historical value as time passes and even serve future administrators in restudying issues and problems.

B 60 10 Records Retention

1. Each organization and institution shall establish a records center, that is, a storage place to protect records from fire, deterioration and unauthorized access. This records center shall house those noncurrent documents or files designated for either short-term or permanent storage. The records center is not to be used for the storage of current files, that is, those that are consulted several times a year in the normal course of business.
2. A records retention schedule, available from the General Conference Office of Archives, Statistics, and Research, shall be considered by the respective denominational organizations and institutions and, with revisions that may be indicated by local need or varying legal requirements, adopted by their governing boards or committees. . . .

B 60 15 Transmittal of Vital Records

1. All organizations and institutions shall give special attention to the preservation and security of their own vital records, such as articles of incorporation, constitution and bylaws, minutes of boards or governing committees, property records and other legal documents.
2. The secretary of each division shall forward to the General Conference Office of Archives, Statistics, and Research a true copy of the articles of incorporation of all legal bodies within the division, the division committee minutes, and board minutes of division institutions.
3. The treasurer (or designated officer) of each division shall forward to the General Conference Office of Archives, Statistics, and Research properly indexed and identified copies of property records....
4. A designated officer of the Treasury of the General Conference shall forward to the General Conference Office of Archives, Statistics, and Research copies and data relating to property holdings of the General Conference and of General Conference institutions as specified in paragraph 3 above.

B 60 17 Ownership of Records

1. When an organization records ideas and information on paper or other medium, it retains the ownership of that record. Both the information and medium on which it is recorded are a resource to be protected and preserved, or destroyed, according to approved records management principles.
2. All records, files, and documents (including correspondence) created by the employee in the course of employment are the property of the employing organization and shall at all times continue in the ownership and control of the employing organization for its use, preservation, or destruction according to its records management policies.
 - a. The term "records" includes, but is not limited to, information recorded on paper, film, electronic media or sound media, as well as charts, drawings, and maps.
 - b. Excluded from this policy are materials closely related to an employee's professional career or graduate education such as sermons and sermon files and graduate research materials.
3. In addition to the informational value of organizational documents, files, and other records, some items have a literary value. Although this value also resides with the employer, it may, by written agreement, be vested in the employee or shared with the employee.

B 60 18 Literary Property Interests

1. *Ownership*--Literary property interests in any work prepared on the job by an employee within his/her employment shall vest the General Conference of Seventh-day Adventists or other legal church entity. The General Conference Corporation or other legal entity shall hold title to any responsibility for royalty or reimbursement other than the regular salary and benefits earned by the employment.
2. *Exclusion*--This is not intended to cover sermons and graduate-study materials....

**GC Working Policy, 1995-1996*

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 Library's Media Services Supervisor, completed a fourth year of providing **faculty support for the Blackboard Learn** learning management system (LMS). The year got off to a great start with two workshop sessions offered during the Fall Faculty Colloquium week, one for beginners and another specializing in features of the Grade Center. Chris's primary service strategy continues to target specific needs and

problems. **Statistics** show an annual record of support delivered by 208 phone conversations, 99 on-site sessions (including workshops), and 326 email contacts, totaling 453 service contacts and 650 “persons helped.” Although email activity was up this year, other categories of activity were a little lower. This is not surprising as faculty have gained more experience using Blackboard during the past few years. A need for Chris’s service in this area will continue especially for new faculty and for everyone when changes to the system are made. 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.

Chris Drake continued attending meetings of the **Academic Computing Committee** and his participation in the Learning Management Systems (LMS) Subcommittee. He 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. Nine 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 significantly lower number of laptop checkouts (55) as compared to last year (200), continuing a downward trend. Demand remains high for the power adapters. 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.

A few changes were made to the Department’s **equipment inventory** this year. Although the IT Department no longer supports VHS, faculty continue to request equipment to show VHS tapes. Chris donated a VHS player to meet this need and reports significant use already. We also added two new Dell laptops and a new Macbook Air for student circulation. The inventory does not reflect the power adapters and power cords we have acquired for student use. These are very popular items for checkout.

Equipment Inventory

- 1 Panasonic TV/VCR combo unit
- 1 Panasonic VHS deck (for checkout to faculty and departments)
- 1 Sharp HDTV, 26”

- 1 JVC digital camcorder (available for checkout to faculty, was used by the Social Work Dept. all of Spring 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
- 9 Laptops (in-library use only) (Media desk) (7 Dell, 2 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)

2015-16 Total: 87

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. 65).

Public Services Statistics Summary 2015-2016

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	209	10	219	275	0
Philosophy	B-BD, BH-BJ	130	94	224	0	0
Psychology	BF	599	221	820	400	0
Religion	BL-BX	2,297	362	2,659	693	1
History, political science	C,D,E,F,J	1,082	148	1,230	27	1
Sociology, anthropology	G-GT, H-HA, HM-HX	644	174	818	241	0
Social Work	HV	491	109	600	80	0
Recreation	GV	222	25	247	115	0
Economics and business	HB-HJ	532	169	701	180	0
Education	L	468	101	569	19	0
Music	M	206	48	254	19	0
Fine arts	N	200	52	252	2	0
Language and literature	P	1,627	359	1,986	273	7
Mathematics	QA	121	19	140	1	0
Other sciences	Q, QB	42	29	71	0	0
Physics	QC	66	36	102	44	0
Chemistry	QD	220	50	270	344	0
Geology	QE	16	7	23	0	0
Life Sciences	QH-QR	376	110	486	275	4
Medicine	R	530	84	614	55	0
Agriculture	S	28	1	29	0	0
Technology/home economics	T	192	36	228	0	0
Other LC	K,U,V	98	107	205	1	0
Curriculum resource center *		1	12	13		
Paperbacks		283		283		
Music CD's		12		12		
Other		1,199		1,199		
Journals-Bound			113	113		
Journals-Current			1,881	1,881		
Microforms			11	11		
Reference Collection			1,337	1,337		
Heritage Room			513	513		
Category totals		11,891	6,218	18,109	3,044	13

GRAND TOTAL**18,109**

*The CRC Check-out figure includes only textbook and misc. materials. CRC materials with an LC Class number are included in the appropriate LC Class category.

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

OTHER CIRCULATIONS

LINK+ Borrowing	2,802	FRIENDS CARDS	2
LINK+ Lending	1,803	ARTICLES COPIED	0
Distance Learning Loans	0	PATRON COUNT	118,104
Laptops	55		

HERITAGE ROOM

Heritage Patron Count	474
Heritage Questions	197

REFERENCE QUESTIONS

Short	2,613
Long	1,219
Email	140
	3,972

Bibliographic InstructionUnique Classes

<u>Dept</u>	<u>Code</u>	<u>Title</u>	<u>Sections</u>	<u>Students</u>
UNST	100	Critical Thinking	4	70
ENGL	111	College Writing	5	86
ENGL	112	College Writing	18	294
ENGL	113	College Writing	19	317
ENGL	124	Freshman Seminar in Writing	2	16
EXSC	204	Trends in Philosophy of Health	1	28
RELE	205	Biblical Ethics Modern Times	1	23
SOWK	252	Understanding SW Research Meth	1	27
HPSC	275	Critical Analysis	1	37
HLSC	275	Critical Scholarship Health Science	1	32
BIOL	276	Research Processes in Biology	2	46
ENGL	304	Advanced Expository Writing	1	6
GEOL	316	Earth & Space Science	1	18
SOWK	317	Social Work Methods	1	16
PSYC	321	Methods & Statistics I	1	32
ENGL	382	Grammar and Linguistics	1	4
EXSC	416	Movement in Cultural Perspective	1	25
RELH	483	History of Seventh-day Adventism	1	10
HPSC	497	Senior Research Colloquium	1	21
MGMT	507	Fundamentals of Business English	1	3
RELG	510	Writing in Religion	1	6
MGMT	544	Business Ethics	2	29
ENGL	604	Methods and Materials Literary St	2	10
ENGL	606	Composition Theory and Practice	1	4
GSEM	790	Project Based Seminar (Andrews U	1	20
SOWK	204A	Introduction to Social Work	4	80
ENGL	410J	Nature Poetry	1	10
ENGL	410J	Town & Country Poetry	1	10
ENGL	457/557	Chaucer	2	14
ENGL	N/A	AP English - Bethel Christian HS	1	10
EDCI	N/A	Homeschool Day	1	38
CSAS	N/A	How to do a Research Paper	1	4
CSAS	N/A	APA and MLA Citations	1	4

Totals	33	83	1,350
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**Patron Database Usage
2015-16**

Total Searches: 237,831
Total Databases: 75

	Total Searches		Total Searches
Amer Chem Soc Web Eds	331	EBSCO (cont'd)	
Biblical Archaeology Society	243	Health Source-Consumer Ed	2,985
BioOne	36	Health Source-Nursing/Acad. Ed.	2,932
Bowker Books in Print & Rev.	499	Historical Abstracts	3,066
Britannica Online	1,245	Humanities Full Text	3,028
College Source Online	6,236	Library Literature & Info Science	2,859
Encyclopedia of the Bible (de Gruyter)	-	Library & Info Tech Abs	2,846
Ebrary	2,620	MarketLineAuthroity Profile	4,142
EBSCO Databases	165,739	MAS Ultra-School Edition	2,958
Academic Search Premier	45,196	Military & Government Collection	2,887
AltHealthWatch	3,010	Nat Criminal Justice Ref Service Ab	3,018
America-History and Life	3,785	Newspaper Source	3,015
Art Full Text	2,954	OmniFile Full Text Mega	3,422
ATLA Religion w/ATLA Serials	5,287	Primary Search	3,064
Biological & Agricultural Index Plt	2,937	PsycARTICLES	5,779
Book Review Digest Plus	2,969	PsycINFO	11,385
Business Abstracts Full Text	2,984	Reader's Guide Full Text Mega	2,912
Business Source Premier	4,148	Regional Business News	2,934
Criminal Justice Abstracts	4,739	Social Science Full Text	3,302
ebooks (formerly NetLibrary)	3,052	Social Work Abstracts T	3,770
Education Full Text	5,349	Teacher Reference Center	2,968
Funk & Wagnall's	2	Gale Group Databases	13,081
General Science Full Text	3,219	Literature Resource Center	2,564
GreenFILE	2,836	Litfinder	1,175
		MLA Bibliography	1,682
		Virtual Reference Library	7,660
		Grove Music Online	711
		IPA Source	125

JSTOR	5770	Oxford English Dictionary	254
Lexis-Nexis Academic Universe	2204	Proquest Databases (adj)	22458
Mergent Online	27	ABI/Inform Complete	2294
Naxos	96	Dissertations & Theses	2177
OCLC Databases	2778	Physical Education Index	2176
Articlefirst	58	Proquest Biology Journals	2525
Clase & Periodica	1	Proquest Religion	2471
Electronic Books	10	Proquest Research Library	10815
Electronic Collections Online	86	Rand California Statistics	17
ERIC	943	SAGE	2690
Medline	445	Springer	1163
Oalster	1	Value Line	9508
Papersfirst	1		
World Almanac	0		
WorldCat	998		
WorldCat Diss & Theses	235		

DEPARTMENT OF TECHNICAL SERVICES

July 1, 2015 – June 30, 2016

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)	\$88,200	\$82,648
Databases, Electronic Resources	\$205,520	\$214,991
Periodical Subscriptions	\$115,985	\$115,774
Periodical Binding & Microforms	<u>\$9,000</u>	<u>\$9,218</u>
Total	\$418,705	\$422,631

Grants and Gifts

The collection was enhanced by the donation of about 1,940 **gift books** added from a variety of sources.

The expenditure total reported above includes **\$1,708 from the Jaeger Endowment** for Library materials requested by the Biology Department faculty. The Heritage Room was enriched by the expenditure of **\$897 from the Barnard Endowment**. A total of **\$9,947** was spent on music materials this year from the **Brown Music Library Endowment**, covering previously placed standing orders for scores and other requests from Music Department faculty.

Cataloging

Books Cataloged	3,459	volumes
Books Withdrawn	2,540	volumes

Interlibrary Loan

Lending

Books	572	volumes
Photocopies	86	articles
Microform	<u>12</u>	titles
Total Lending	670	items

Borrowing

Books	76	volumes
Photocopies	277	articles
Video	<u>4</u>	titles
Total Borrowing	357	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	1	51	0	485	57	542
Gift Subscriptions	1	1	0	<u>26</u>	<u>174</u>	<u>200</u>
Total Current Subscriptions				511	231	742
Noncurrent Titles	52	0	25	<u>1,673</u>	<u>1,514</u>	<u>3,187</u>
Total Titles Held				2,184	1,745	3,929

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

Highlights of the Year

Acquisitions and Cataloging

In spite of a considerable reduction in this year's book budget, our **cataloging output** was the highest achieved since 2001-02. The large number of gift books added (many from Loma Linda University as mentioned below) helps account for this unusual situation. Also, due to an improved cataloging workflow, the backlog was reduced, and books moved more quickly through the processing system.

In alignment with our overall strategy of **zero growth**, we managed to withdraw more books and periodical volumes than were added. This year we also completed a project to **remove records from the catalog for lost books**. Since records for books known to be missing since 2014 and earlier had not been deleted, the catalog was much in need of a cleanup. We plan to continue the deletion of records for missing books on a regular basis going forward. A more accurate catalog will improve the search experience for our patrons.

Technical Services Librarian Christina Viramontes 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. Connie retired this year and was replaced by Diana Delgadillo. Since Diana had previously worked on digitizing HMS Richards papers for the Library, she had some familiarity with the collection. Diana continued the work of downloading bibliographic records from the OCLC database into our catalog for the Richards books not held by the La Sierra University Library. During 2015-16, holdings for 1,216 Richards Library titles were recorded in the University Library catalog, bringing the total cataloged holdings for this collection up to 9,368. 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. Since additional volumes were discovered in boxes brought from storage in Palmer Hall the total will be 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 University Studies program. This involved cutting and stapling hundreds of the multi-paged Passports using our stitcher machine and heavy-duty guillotine cutter.

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 38% for books added in the most recent five year period (2011-15) dipped 3% from the rate reported last year. The circulation rate of 56% for books added in the preceding five year period (2006-10) is within 1% of last year's rate. With the recent addition of a considerable number of (donated) older titles in the literature area, a small decline in overall circulation may be expected. Although these books contribute much to the depth of our collection in an area serving a graduate program, the population most likely to use them is not large. When restricted to purchased books only, the circulation rates rise to 47% for books added in the most recent five years (2011-15) and to 65% for books added in the preceding five year period (2006-10). At any rate, we continue to be 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 2015-16, 90 best sellers were added to the collection at a total cost of \$1,930. Circulation statistics reveal that 21% of these titles have circulated once, and 32% were checked out more than once. The percent of books checked out more than once was higher this year, although the overall checkout rate was a bit lower, at 53% this year compared to last year's rate of 55%. A review of circulation statistics shows that 74% 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 2015-16 best seller Elizabeth Gilbert's self-help book entitled *Big Magic: Creative Living Beyond Fear*, 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 continued the project of **adding literature books brought over from the Loma Linda University Library**. About 5,700 volumes were transported, and many are still being held in the receiving area. Work to integrate them into our collection progressed this year with the addition of 977 literature books. We also added 80 history books and 50 art books brought over from Loma Linda. Given our current staffing level, processing these books for our shelves will probably continue for a few more years.

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 2015-2016, 34 books were sent to mending for repair. (The number of repairs exceeds the book total since some books needed more than one repair.)

28	Spine repairs
15	Hinge repairs
8	Corners reinforced
1	Pages tipped in
<u>3</u>	<u>Other repairs</u>
55	Total Repairs

Periodicals

Since **subscription costs** for print journals continue to rise above the available flat or declining budget unless titles are cancelled, faculty input was solicited last year to identify targets for cancellation from the 2015-16 list. With the cancellation of 50 titles, we were able to reallocate about \$41,000 from this year's budget for print journals. This reallocation was used to partially cover the cost overrun for online resources. Although this latest cancellation project significantly reduced this year's expense for print journals and will hopefully delay additional cancellations for the next few years, this process will likely be repeated in the future. With flat budgets in an environment of annual cost increases, we not only face continual cancellation pressure, but equally worrisome, we have little to no flexibility for adding new titles regardless of the need.

Withdrawal in the Periodical stacks continued with the removal of about 2,500 volumes for titles now available online through our JSTOR collections. Since access expands regularly to include additional years of online coverage for these titles, the corresponding withdrawal of print volumes will continue going forward.

Following the withdrawal of volumes, shifting of the remaining collection resumed during Spring Quarter. This work is currently underway with plans to finish before Fall Quarter 2016. As a result of this shifting, many shelves were made available for the book collection. Periodicals and Circulation students worked together to move books from the folio collection into some of the newly vacated shelves so that they are now all on the same side. Having this collection together makes it much easier to use.

As periodical volumes have been moved, signage has been updated to reflect the new locations of titles. Although the collection is arranged alphabetically by title, having up-to-date signs helps users navigate the stacks.

A major project planned for the year ahead is to **inventory** the Periodicals collection, updating the catalog holdings as needed to accurately reflect current holdings. Since a collection inventory has not been done in recent memory, many problems are likely to be discovered and resolved. Chelsi Cannon, the Special Collections Librarian, has already begun to inventory Heritage Room periodicals. The result of this effort will be a much more useful catalog.

Interlibrary Loan

This year **interlibrary loan activity** increased for a second year with a combined total of 1,027 items lent or borrowed, 21% more than last year. Lending was up for both books and articles. Book requests from our patrons declined slightly, but the article request total was more than twice as high as last year (277 this year, 109 last year). 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. We are reviewing this year's borrowing requests to identify titles that were requested three or more times during the past year with a plan to add these high demand titles to our library collection.

LA SIERRA UNIVERSITY
LIBRARY ACQUISITIONS BUDGET REPORT
2015-16

<u>FUND</u>	<u>BUDGET</u>	<u>EXPENDED</u>
COLLEGE OF ARTS & SCIENCES		
Art	\$1,000	\$646.13
Biology	\$3,500	\$3,261.72
Chemistry	\$1,500	\$1,383.85
Communication	\$1,500	\$1,439.52
Criminal Justice	\$1,000	\$1,164.07
English	\$5,000	\$4,683.52
Film & Television	\$500	\$447.08
Health & Exercise Science	\$1,500	\$1,346.12
History	\$5,000	\$4,802.15
Juvenile Literature	\$500	\$557.76
Mathematics & Computer Science	\$500	\$331.06
Music	\$2,000	\$2,181.08
Physics	\$1,000	\$1,165.55
Psychology	\$2,500	\$2,408.81
Social Work	\$3,000	\$2,804.87
World Languages	\$500	\$95.55
HONORS PROGRAM	\$500	\$15.95
UNIVERSITY STUDIES	\$500	\$102.70
SCHOOL OF BUSINESS	\$7,000	\$7,000.83
SCHOOL OF EDUCATION	\$5,000	\$4,738.42
SCHOOL OF RELIGION	\$7,000	\$6,501.74
UNIVERSITY LIBRARY		
Electronic Resources	\$205,520	\$214,990.64
Heritage	\$1,000	\$952.92
Periodical Bind./Microforms	\$9,000	\$9,000.00
Rebind Books	\$9,500	\$9,503.97
Reference Standing Orders	\$15,000	\$13,299.86
Reference, New Titles	\$2,000	\$1,896.71
Resource Development	\$4,500	\$4,359.50
TAX	\$5,000	\$4,890.22
SHIPPING	\$700	\$666.04
TOTAL	\$302,720	\$306,638.34
BARNARD ENDOWMENT	\$2,198	\$896.78
BROWN MUSIC LIBRARY	\$21,492	\$9,946.82
BRUNIE ENDOWMENT	\$2,052	\$0.00

ANNUAL RECORD OF ADDITIONS

July 1, 2015 - June 30, 2016

	BOOKS	GENERAL	SDA	TOTAL
A	General Works	2	0	2
B	Philosophy, Psychology, Religion	761	77	838
C-F	History	448	5	453
G	Geog., Anthro., Recreation	54	0	54
H	Social Sciences	274	1	275
J	Political Science	29	0	29
K	Law	26	2	28
L	Education	98	15	113
M	Music	154	2	156
N	Fine Arts	74	1	75
P	Philology & Literature	1,144	1	1,145
Q	Science	117	1	118
R	Medicine & Related Subjects	84	3	87
S	Agriculture	8	0	8
T	Technology	38	7	45
U	Military Science	8	1	9
V	Naval Science	2	0	2
Z	Bibliography & Librarianship	13	0	13
	Paperback Books (Unclassified)	0	0	0
	CRC Textbooks	9	0	9
	TOTAL BOOKS	3,343	116	3,459
	BOUND PERIODICALS			548
	TOTAL BOOKS AND PERIODICALS			4,007
	AUDIOVISUAL MATERIALS			
	Microfiche	0		
	Microfilm	4		
	Music CDs	0		
	Videotapes/DVDs	27		
	TOTAL AUDIOVISUAL	31		31
TOTAL:	BOOKS, PERIODICALS, AUDIOVISUAL			4,038

ANNUAL RECORD OF WITHDRAWALS

July 1, 2015- June 30, 2016

	BOOKS	TOTAL
A	General Works	3
B	Philosophy, Psychology, Religion	375
C-F	History	244
G	Geog., Anthro., Recreation	67
H	Social Sciences	1,112
J	Political Science	23
K	Law	25
L	Education	107
M	Music	52
N	Fine Arts	26
P	Philology & Literature	267
Q	Science	83
R	Medicine & Related Subjects	73
S	Agriculture	7
T	Technology	33
U	Military Science	3
V	Naval Science	0
Z	Bibliography & Librarianship	40
	Paperback Books (Unclassified)	0
TOTAL BOOKS		2,540
TOTAL BOUND PERIODICALS		2,532
AUDIOVISUAL MATERIALS		
	Videos	1
TOTAL AUDIOVISUAL MATERIALS		1
BOOKS, PERIODICALS, AUDIOVISUAL		
TOTAL:		5,073

TOTAL HOLDINGS REPORT

June 30, 2016

	BOOKS	TOTAL
A	General Works	625
B	Philosophy, Psychology, Religion	49,986
C-F	History	28,946
G	Geog., Anthro., Recreation	7,202
H	Social Sciences	20,792
J	Political Science	2,743
K	Law	3,043
L	Education	14,906
M	Music	8,225
N	Fine Arts	5,995
P	Philology & Literature	36,179
Q	Science	19,194
R	Medicine & Related Subjects	6,941
S	Agriculture	1,786
T	Technology	5,211
U	Military Science	525
V	Naval Science	173
Z	Bibliography & Librarianship	5,237
	Paperback Books (Unclassified)	40
	Theses (Last counted separately, 1977-78)	1,106
	TOTAL BOOKS	218,855
	BOUND PERIODICALS	35,765
	TOTAL BOOKS AND PERIODICALS	254,620
	AUDIOVISUAL MATERIALS*	
	Audio Cassette Tapes	1,747
	Films	6
	Microfilm Reels	5,877
	Microcards	1,304
	Music Compact Discs	2,047
	Video/DVDs	1,796
	Microfiche	373,625
	TOTAL AUDIOVISUAL	386,402
	* Holdings (except microform) verified by physical count 7/98	
	GRAND TOTAL:	
	BOOKS, PERIODICALS, AUDIOVISUAL	641,022

SUMMARY OF LIBRARY STATISTICS (2015-16)

Department of Public Services

Total circulation (books, media & periodicals)	18,109
In house Circulation	6,218
Computer Searches	237,831
Orientation (#classes / attendance)	83/1,350

Interlibrary Loan

Interlibrary loan lending	670	
LINK+ lending	<u>1,803</u>	
Total Lending:		2,473
Interlibrary loan borrowing	357	
LINK+ borrowing	<u>2,802</u>	
Total Borrowing:		3,159

Department of Technical Services

Periodicals		
Subscriptions	742	
Noncurrent titles held	3,187	
Total titles held	3,929	
Expenditures for Serial subscriptions	\$115,774	
Expenditures for Serial binding	\$9,218	
Volumes bound	548	

Acquisitions and Cataloging

Expenditures for Books & AV materials	\$82,648
Expenditures for Electronic Resources	\$214,991
Books Cataloged	3,459
AV materials added	31
Books, periodicals and AV materials withdrawn	5,073

Holdings summary

Books	218,855	
Bound Periodicals	<u>35,765</u>	
Total bound books and periodicals		254,620
Audiovisuals		<u>386,402</u>
Total All materials		641,022
Current periodical subscriptions	742	
Online Full-Text Journals	72,723	
ElectronicBooks	139,619	
Database Total	75	
Archives, Linear Feet		428.5