University Library

2012-13 Annual Report

Cal Poly Pomona
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Pomona, CA 91768

http://www.csupomona.edu/library
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Message from the Dean:

Libraries are considered to be the heart of the University. While serving approximately 8,000 individuals daily, we are honored to participate in the creation of an effective learning environment for our students.

We believe that the Library should be a home away from home for students, faculty and staff. We also believe that the Library should serve as an important connection to the community.

The definition of the library continues to change as we expand services via innovation and experimentation. Budget challenges will continue and the library will evolve as a result.

One of our goals is to make sure that we continue to meet the needs of our students, faculty, and staff as we go forward. Be assured that the Library will continue to evolve, grow, and adapt to the changing needs of our users.

The heart of the Library is its people. Library faculty and staff are here to help and are committed to supporting Cal Poly Pomona in achieving its mission.

The next two pages list a few of our key statistics and achievements. The remainder of the report gives details about our activities and achievements during 2012-13.
KEY STATISTICS AND ACHIEVEMENTS:

- The gate count for 2012-13 recorded **1,186,447 Visitors** to the Library, **3% increase**
- Circulation stats and use of the library collections: **951,077, 13% increase**
  - 50,556 items were checked out at the circulation desk
  - 16,668 items were used in-house
  - 16,196 items checked out from reserve (6,643 of these were ereserve materials).
  - 35,335 items were processed via document delivery or link+
  - Over 731,166 full text articles, chapters, etc., accessed via our electronic resources
  - Over 101,156 ebook use sessions were recorded, **77% increase**
- Over **1,021,788 searches** were done in our databases (May-June stats still not in from some publishers)
- **11,368** hits on our tutorial pages
- **132** library instruction sessions, reaching **3,581** students and 21 Library Instruction related workshops
- **74,898** uses of our online instruction materials (tutorials videos, research guides, and tours videos)
- **62,311** hits to our online library guides, **31% increase**
- **49** workshops and presentations
- **1,836** online videos tours
- **89,537** ebooks items added to library catalog
- **2,633** monographs titles added to library catalog
- **148,095** full text electronic resources links added to library catalog, **514% increase**
- **1,474,107** library website page views, **47% increase**
- The Library is opened **86.5 hours** per week
- **8,089,576** library catalog page views, **209% increase**
• **625,039** searches in library catalog
• **18,803** total research contacts, (research help desk, askNow, FAQ, and email, etc., **36% increase**
• **4,705** tech help desk contacts
• **86%** of the collection budget supports electronic resources, up from **75%** a year ago
• **36,811** group study room sessions with **120,941 hours of use**
• Participated in orientation visits for new students
• Participated in **BroncoFusion**
• **12,000** questions added into LibAnswers
• **8,156** visitors to the W. K. Kellogg Arabian Horse Library
• National library week programs
• Librarians participated in **over 250** activities in the areas of research and creative activities, presentations, professional development, and service to the campus and the community
• Participation in the **Affordable Learning Initiative (ALI)** project continues to grow – over 200 Featured Faculty
• Started the **Tip of the Week** Program to help publicize our services
• **ENV materials** from ENV are being integrated into the Library collection
• **Hinomoto Library Donation** of over 300 items on Japanese gardens and architecture was enthusiastically received by the Library and will be added to the collection
• Began contributing to **Online Archives of California (OAC)**
• Relocated maps and atlases from the 4<sup>th</sup> floor to the 6<sup>th</sup> floor to make space for the **Huntley Art Gallery**
• Formation of the **Library Collection Planning Taskforce** whose purpose is to work on the initiatives from the LOFT group
• The Library Computer Lab is opened **24/7**
Projects and Progress

- Assessment: How does the Library contribute to students’ success in learning? Starting in Fall 2012 we began collecting data to help us respond to that query. Using a POS keyboard students will swipe their Bronco Card at our service desks and in our IL classrooms. This will enable us (with the help of I&IT) to gather information to analyze GPA, persistence, and graduation rates.

  o Actions Taken and/or Progress:
    - We are currently participating in the CSU pilot study that was undertaken to examine the libraries’ participation in students’ success.
    - Continues to work closely with I&IT to extract the information we need for this study.
    - We need to continue to gather data for the next five to six years to insure the efficacy of our data. More information on the Library Usage Survey is on page 62.
    - Analysis of the assessment for our Library Instruction and Information Literacy program can be found on pages 39-44.
    - Information on the assessment of our collection is found on page 52, under ‘Use of Electronic Resources.”
    - Annual Research Help Desk Survey

- Affordable Learning Initiative (ALI): Continue to work with faculty regarding locating affordable and high quality course materials for our students. Workshops about MERLOT and other resources are planned. We will support faculty presentations highlighting these resources to their colleagues.

  o Actions Taken and/or Progress:
    - Presentations at the Annual CSU ALS Forum
    - Presentation at a national library conference – Association of College and Research Libraries regarding Open Educational Resources (Merlot was among the resources covered).
    - Over 200 additional faculty added to our Featured Faculty.

- Rethink Library Services and Roles:

  o Actions Taken and/or Progress
    - Library Tip of the Week program
    - Expansion of materials displayed on the monitors (two additional screens added): Library calendar, links to campus events via CPP website, videos added, etc. Library events also advertised on the BSC’s monitors
    - Training additional staff on the Research Help Desk (RHD)
    - Training volunteers and interns in Reference (at the RHD), Systems, Special Collections, and the W.K. Kellogg Arabian Horse Library
Engagement: Increase visibility of Library by increasing our workshop offerings and programs. Continue to work with faculty to design relevant workshops for students. Student’s attendance at workshops increases dramatically with faculty support.

- Actions Taken and/or Progress:
  - The number of people attending our events and programs increased by 89%
  - We had a total of 49 events. Faculty, administrators, staff, and students from thirteen departments or divisions on campus collaborated or participated in these events.
  - We had huge success with four major presenters from the POLYTEACH Speakers Series:
    - Mr. Frank Flores of Northrop Grumman (talked about the developments in aerospace)
    - The three Tuskegee Airmen (shared their experiences)
    - Mr. Clay Johnson (discussed living in an “information overloaded” society)
    - Ms. Tiffany Shlain (shared her experience with “cloud filmmaking”)
  - During the general elections in November, the Library played a vital role in not only providing space for the viewing of all the Presidential debates, but also providing a safe environment where the campus community could express their opinions under the capable guidance and leadership of our experienced Political Science, Psychology, and Sociology faculty members. It is good to know that students took advantage of this opportunity and they were appreciative of the service.
  - It is also worthy to note that the Avoiding Plagiarism Workshop has grown to the extent that we have to close registration for the class about a week before the class and even turn students away because the class was full beyond capacity despite the fact that registration was closed. We have to either find a bigger classroom or offer more sessions.
  - During the general elections in November, the Library played a vital role in not only providing space for the viewing of all the Presidential debates, but also providing a safe environment where the campus community could express their opinions under the capable guidance and leadership.

- Use the Library Newsletter to increase our visibility among retired faculty and staff as well as our current and future donors.
  - We will expand our distribution to include members of Pace Setters and reach out to retired faculty via an email list with a link to the online version of the publication.
PUBLIC SERVICES
The Public Services Unit in partnership with the Bibliographic Access Services, and the Systems Department supports the missions of the Library and the University by providing quality resources and services in support of the curriculum, assisting students, faculty, staff, and other users in finding information, facilitating access to information through traditional and evolving technologies, and teaching concepts and skills necessary for conducting research and becoming both a lifelong learner and information literate.

Key public service activities include research help, “Ask a Librarian” chat service, circulation, (document delivery, Link+, and reserve), provision of audio-visual equipment and resources, an accessible and relevant collection (both print and online), management of public areas, stack management, development of library programs for the campus community, and research and information literacy instruction.

The Public Services Unit consists of the following departments:

- **Access Services**
  - Circulation – borrowing library materials
  - Reserves - materials designated for a course by the faculty or department
  - Document Delivery and Link+ - provide access to items not owned by this library
  - Stack Management – shelving of library collections, inventory control and management

- **Reference, Instruction/Information Literacy, and Collection Services**
  - Reference – research help face to face at desk, by appointment, email, chat, or online
  - Instruction – library and research instruction, Information Literacy skills, face to face, and online via tutorials and videos
  - Collections Management – selects, acquires, and manages resources in support of the curriculum

- **Special Collections** – houses and manages the University Archives and distinctive collections

- **W.K. Kellogg Arabian Horse Library** – houses and manages the Arabian horse materials
ACCESS SERVICES
Access Services primary function is to facilitate physical access of library materials for student learning via service points such as reserves, resource sharing using Link+ or document delivery and by ensuring quick turnaround time for shelving library materials. Access services oversees areas crucial to student learning such as quiet study areas, group study rooms, assistance with locating micro-form materials, pages materials from compact shelving and assist with pharos printing. At the circulation desk our primary functions are: registering new patrons, checking in and out material and managing circulation records, collecting fees and fines, and paging materials from reserve or compact shelving.

Library as a Place
The Library is increasingly the place for individual or group study and various types of intellectual interactions. Students at all levels still need and want to go to the library now more than ever before. Going to the library adds value to their learning experience and offers many of the tools and experiences that will give them the competitive edge they will need to succeed after their formal education is completed. There is an expectation that the library is the place to be; the place to study and it is the place with an informal learning environment. With the increased library hours and student presence we also provide a safe learning experience by employing Community Service Officers to help monitor the library in building and its environment.

THE NUMBER OF VISITORS TO THE LIBRARY INCREASED BY 8%:
FROM 1,153,935 IN 2011/12 TO 1,186,447 IN 2012/13.
### How Many People Are Coming Into The Library?

#### Table 1. Gate Count Comparison - Library Visitors

<table>
<thead>
<tr>
<th>Month</th>
<th>2011/12</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>20,181.00</td>
<td>19,845.00</td>
</tr>
<tr>
<td>August</td>
<td>22,438.00</td>
<td>19,387.00</td>
</tr>
<tr>
<td>September</td>
<td>53,018.50</td>
<td>55,917.00</td>
</tr>
<tr>
<td>October</td>
<td>160,996.00</td>
<td>190,322.00</td>
</tr>
<tr>
<td>November</td>
<td>148,333.00</td>
<td>147,674.00</td>
</tr>
<tr>
<td>December</td>
<td>50,992.50</td>
<td>38,982.50</td>
</tr>
<tr>
<td>January</td>
<td>128,363.00</td>
<td>118,794.00</td>
</tr>
<tr>
<td>February</td>
<td>142,030.50</td>
<td>140,493.50</td>
</tr>
<tr>
<td>March</td>
<td>107,821.50</td>
<td>111,767.50</td>
</tr>
<tr>
<td>April</td>
<td>134,476.00</td>
<td>128,419.50</td>
</tr>
<tr>
<td>May</td>
<td>139,170.00</td>
<td>139,348.50</td>
</tr>
<tr>
<td>June</td>
<td>46,115.00</td>
<td>75,496.50</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1,153,935</strong></td>
<td><strong>1,186,447</strong></td>
</tr>
</tbody>
</table>

**Students at the Library Entrance on 2nd Floor**
Chart 1. Monthly Gate Count

Chart 2. Quarterly Gate Count
Lending Services
This is a major focus of the Access Services. It involves the Circulation Desk, Reserves, Document Delivery and Link+.

Although circulation desk transactions make up a major part of our usage statistics, they do not represent the whole picture. A complete picture of library use also include in-house use (page 17, table 8), reserves usage (page 14, table 5), document delivery (page 16, table 6), Link+ materials (page 17, table 7), ebooks usage and articles downloaded via our databases (page 52, table 17).

Circulation Desk Activity
While checkouts from the Circulation Desk have decreased by 9%, other usage stats have increased such as eReserves, eBooks, and full-text articles accessed via our online databases resulting in an 8% increase in Circulation overall.

Table 2. Items Checked Out at the Circulation Desk

<table>
<thead>
<tr>
<th>Desk Transactions</th>
<th>2011/12</th>
<th>2012/13</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkout</td>
<td>29,642</td>
<td>27,030</td>
<td>-9%</td>
</tr>
<tr>
<td>Checkin</td>
<td>27,158</td>
<td>24,513</td>
<td>-10%</td>
</tr>
<tr>
<td>Renewals</td>
<td>4,708</td>
<td>4,359</td>
<td>-7%</td>
</tr>
<tr>
<td>Holds requested</td>
<td>907</td>
<td>379</td>
<td>-58%</td>
</tr>
<tr>
<td>Recalls</td>
<td>109</td>
<td>24</td>
<td>-78%</td>
</tr>
</tbody>
</table>

Chart 3. Items Checked Out at the Circulation Desk

![Chart 3. Items Checked Out at the Circulation Desk](chart3.png)
Table 3. Self Checkout and Online Transactions

<table>
<thead>
<tr>
<th>Self Checkout and Online Transactions</th>
<th>2011/12</th>
<th>2012/13</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkout</td>
<td>25,239</td>
<td>19,162</td>
<td>-24%</td>
</tr>
<tr>
<td>Checkin</td>
<td>27,893</td>
<td>19,052</td>
<td>-31%</td>
</tr>
<tr>
<td>Renewals</td>
<td>201</td>
<td>102</td>
<td>-49%</td>
</tr>
<tr>
<td>Remote renewals</td>
<td>18,809</td>
<td>16,407</td>
<td>-13%</td>
</tr>
</tbody>
</table>

Fees and Fines
Table 4. Fines, Fees Paid, and New Visitor Borrowers

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Fines Paid</td>
<td>$19,363.10</td>
<td>$14,322.83</td>
<td>-26%</td>
</tr>
<tr>
<td>Number of Patrons</td>
<td>1,448</td>
<td>1,101</td>
<td>-24%</td>
</tr>
<tr>
<td>Amount Paid for Lost Books</td>
<td>$6,264.16</td>
<td>$4,931.50</td>
<td>-21%</td>
</tr>
<tr>
<td>Number of Lost Books</td>
<td>105</td>
<td>84</td>
<td>-20%</td>
</tr>
<tr>
<td>Fees Paid for Visitor Borrowers Cards</td>
<td>$1,053.50</td>
<td>$1120.00</td>
<td>6%</td>
</tr>
<tr>
<td>Number of New Visitor Borrowers</td>
<td>25</td>
<td>27</td>
<td>8%</td>
</tr>
<tr>
<td>TOTAL FINES and FEES</td>
<td>$26,680.76</td>
<td>$20,374.33</td>
<td>-23%</td>
</tr>
</tbody>
</table>

There has been a decrease in the amount of fines being paid as well as the number of patrons who paid fines. This drop may be attributed to patrons being responsive to the courtesy email notices, accessible self-check-in stations, and online personal account management. The slight increase in paid Visitor membership may be a reflection of more Corporate Visitors and previous visitor’s renewal confidence.

Reserve Services contributes to students learning process by maintaining a collection of print and on-line materials chosen by instructors to support their courses.

Table 5. Reserve Transactions Activities

<table>
<thead>
<tr>
<th>Print Reserve Material</th>
<th>2011/12</th>
<th>2012/13</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkout</td>
<td>7,877</td>
<td>9,456</td>
<td>20%</td>
</tr>
<tr>
<td>Check-in</td>
<td>7,852</td>
<td>9,407</td>
<td>20%</td>
</tr>
<tr>
<td>Renewals</td>
<td>32</td>
<td>77</td>
<td>141%</td>
</tr>
<tr>
<td>Holds Requested</td>
<td>11</td>
<td>6</td>
<td>-45%</td>
</tr>
<tr>
<td>Recalls</td>
<td>3</td>
<td>0</td>
<td>-100%</td>
</tr>
</tbody>
</table>

| E-Reserve                               |         |         |            |
| Patron Usage                            | 11,637  | 6,643   | -42.9%     |

| Traditional Collection                  |         |         |            |
| Added                                   | 486     | 651     | 34%        |
| Removed                                 | 411     | 434     | 5.6%       |
| Total RBR Collection on the Shelves     | 1,822   | 2,041   | 12%        |
Synopsis of the increase and decrease in Reserve statistics:

- Check out/Ins increased due to instructors placing more textbooks and required readings on traditional reserve for students to checkout.

- eReserve patron usage decreased due to more instructors placing course documents (i.e., articles) on Blackboard. Although in some cases we scanned and processed the material, we cannot capture usage in the CMS.

### Document Delivery

The total Document Delivery Borrowing requests processed for the fiscal year 2012-13 was 5,641. We cancelled 569 loan and article requests; 983 requests were in-house processing. Our Borrowing requests submitted increased by .4% compared to the fiscal year 2011/12 which was 5,613.

We processed 10,581 Lending requests and cancelled 7,177, which is a decrease of 7%.

In 2012/13 we opened 455 Tricor bags, 0 bins, 6,704 Accurate bags, 150 bins and 1,607 First Class mail. We packed 347 Tricor bags, 2 bins, 6,704 Accurate bags, 133 bins and 1,328 First Class Mail.

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36,811 sessions recorded for our Group Study Rooms usage.

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Student Assistants preparing Document Delivery materials
Activities that demonstrate how the Library contributes to Students’ Learning Success

- Document Delivery gives students the ability to request research materials, such as journal articles, books, and other rare and alternative formats not held in our library.

- Circulation Desk Assistance: provides assistance in answering basic information and location questions; retrieve Library material not available to the public such as designated call numbers on the 4th floor (due to construction) and material located in compact shelving; and provides help with Microfiche and Microfilm materials.

Table 6. Document Delivery Statistics

<table>
<thead>
<tr>
<th>Borrowing Requests Processed</th>
<th>2011/12</th>
<th>2012/13</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>4,576</td>
<td>4,581</td>
<td>.1%</td>
</tr>
<tr>
<td>Books</td>
<td>1,037</td>
<td>1,060</td>
<td>2%</td>
</tr>
<tr>
<td>Totals</td>
<td>5,613</td>
<td>5,641</td>
<td>.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lending Requests Processed</th>
<th>2011/12</th>
<th>2012/13</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>4,576</td>
<td>4,581</td>
<td>.1%</td>
</tr>
<tr>
<td>Books</td>
<td>7,504</td>
<td>6,956</td>
<td>-7%</td>
</tr>
<tr>
<td>Totals</td>
<td>11,391</td>
<td>10,581</td>
<td>-7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cancelled requests</th>
<th>2011/12</th>
<th>2012/13</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing requests cancelled</td>
<td>518</td>
<td>569</td>
<td>10%</td>
</tr>
<tr>
<td>Lending requests cancelled</td>
<td>7,496</td>
<td>7,177</td>
<td>-4%</td>
</tr>
<tr>
<td>Totals</td>
<td>8,014</td>
<td>7,746</td>
<td>-3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In-house processing</th>
<th>2011/12</th>
<th>2012/13</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,012</td>
<td>983</td>
<td>-3%</td>
</tr>
</tbody>
</table>

A faculty comments about our Document Delivery service: “Their customer service and responsiveness are outstanding, and I very much appreciate having this service available to the campus community.”
**Link+ Services**
The Link+ statistics have shown a decrease of use by our patrons and patrons of other libraries. Our borrowing of materials from other libraries has decreased by 17.3%. Our lending of material has decreased as well with a 16.4% drop over the previous year. This could be due to the increase in e-books and online resources available to our students.

Link+ material provides new opportunities for research and allows students to access material that the Cal Poly Pomona library does not own, thus contributing to their learning process.

Table 7. Link+ Statistics

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing</td>
<td>7,963</td>
<td>6,580</td>
<td>-17.3%</td>
</tr>
<tr>
<td>Lending</td>
<td>13,817</td>
<td>11,550</td>
<td>-16.4%</td>
</tr>
</tbody>
</table>

**Stack Management** – during 2012-13, stack management student assistants worked on the following projects:

- Assisted with moving furniture for Library Events and restored furniture to its proper location
- Began an inventory project in high use areas
- Transferred the “Atlas and Map” Collection from the 4th floor to the 6th floor
- Prepared for the ENV Library move to the University Library. Shifting 8 ranges to accommodate the increase of volumes in the “NA” collection

Stack management operations contributes to students learning success by ensuring access to library materials for student use and for resource sharing with other institutions.

Table 8. In-House Library Use (Material used in the Library, but not checked out)

<table>
<thead>
<tr>
<th>IN-HOUSE USE</th>
<th>2011/12</th>
<th>2012/13</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Floor (compact shelving)</td>
<td>1,117</td>
<td>396</td>
<td>-64%</td>
</tr>
<tr>
<td>Third Floor</td>
<td>4,172</td>
<td>5,550</td>
<td>33%</td>
</tr>
<tr>
<td>Fourth Floor</td>
<td>3,648</td>
<td>3,989</td>
<td>9%</td>
</tr>
<tr>
<td>Fifth Floor</td>
<td>4,453</td>
<td>7,018</td>
<td>57%</td>
</tr>
<tr>
<td>Sixth Floor</td>
<td>3,278</td>
<td>2,740</td>
<td>-16%</td>
</tr>
<tr>
<td>Total</td>
<td>16,668</td>
<td>19,693</td>
<td>18%</td>
</tr>
</tbody>
</table>
Chart 4. In-House Library Use

Table 9. Shelving of Library Material

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference (2nd floor)</td>
<td>743</td>
<td>486</td>
<td>-34%</td>
</tr>
<tr>
<td>New Books/Serials</td>
<td>2,602</td>
<td>3,183</td>
<td>22%</td>
</tr>
<tr>
<td>New Periodicals</td>
<td>3,055</td>
<td>2,677</td>
<td>-13%</td>
</tr>
<tr>
<td>Current/Bound</td>
<td>*80</td>
<td>2,065</td>
<td>2481%</td>
</tr>
<tr>
<td>Floors 1, 3-6</td>
<td>83,465</td>
<td>76,913</td>
<td>-8%</td>
</tr>
</tbody>
</table>

*2011-12 stats low due to unavailability of shelf/barcode for several titles

Chart 5. Shelving Statistics
Access Services Staff Participation on Committees, etc.
Enthusiastic and knowledgeable staff is vital to a successful library. Access Services staff actively engages in a variety of library committees in addition to professional development opportunities offered on campus. They also attend meetings and programs related to their areas of expertise as listed below.

- Lucy Garza: Friends of the Library organizing group member
- Lucy Garza: “Students welcome back committee” member
- Lucy Garza Bronco Fusion committee member
- Larry Huizar: Building marshal alternate
- Leslie Jones: Affordable Learning Initiative member
- Leslie Jones: BroncoFusion committee
- Leslie Jones: Book shop manager/Friends of the Library member
- Paul Hottinger: Library Web Team Committee member
- Paul Hottinger: Integrated Library System Research Committee member
- Paul Hottinger: Cal Poly Pomona Staff Council member
- Paul Hottinger: W.K. Kellogg Arabian Horse Library Internship
- Paul Hottinger: Research Help desk member
- Paul Hottinger: Welcome Week Committee member
- Paul Hottinger: Link+ Regional Group Committee member
- Paul Hottinger: Library Instruction: New Student Orientation
- Paul Hottinger: Library Instruction: RISE (Residential Intense Summer Experience) Program
- Paul Hottinger: Library Instruction: Bronco Fusion Workshops
- Paul Hottinger: 2012 Retreat Committee member
- Lorecel Gravino: 2012 Retreat Committee member
Staff Training/Workshops: Staff attended training and workshops for the following

- Dealing with difficult people
- Environmental Health & Safety Online courses
- Reference Analytics training
- Web of Science Training
- Micro-form Scanning demonstration/training
- Webinar: Integrating ebooks and ereaders into Your Library
- Ability Ally Training
- Zotero Workshop (Leslie Jones)
- Webinar: Mobile Technologies in Libraries
- Seminar: 2012 Provost’s Awards for Excellence Faculty Talk (Paul Hottinger)
- Webinar: Copyright in Academia
- MS Outlook Workshop (Leslie Jones)
- PCI Compliance for Libraries (Isela Gomez/Lorecel Gravino)
- 2012 I-SPIE Web-Conference (Isela Gomez/Lorecel Gravino)
- OCLC Worldshare Interlibrary Loan
- First Aid Training
- Showcasing CPP’s Asian & Pacific Islander (API) Faculty Research
- Sexual Harassment Training

Student Assistants
Student assistants are an integral part of our services. We could not fulfill our mission without them. We are pleased that we are able to participate in helping them achieve their goals during their time at the university. **Kudos to our 35 Library Student Assistants!**

Community Service Officers (CSO)
Community Service Officers continue to enhance the safety and security of the Library by increasing visibility via uniformed presence/patrols during evening hours of operation. Community Service Officers report incidents of individual or group behavior to the appropriate staff member on duty. Suspicious persons/activities will be reported directly to the university police dispatcher for police officer response. Total hours worked during the 2011-12 FY are 1,140. **There were 25 students in these positions.**
Library Docents
Docents are a vital and valued part of the library. They share their time and talents with the Cal Poly Pomona community. As always, we are grateful for their contributions. They volunteered a total of 203 hours during 2012-13.

Betty Ortiz

Fred Meeker

Kim Plater
REFERENCE, INSTRUCTION, AND COLLECTION SERVICES

Research Help, Library Instruction, and Information Literacy

To be successful in our globalized, information-saturated world, students must not only acquire content knowledge in their selected disciplines but also develop their ability to find, evaluate, and use information efficiently and ethically. The Library’s Reference and Instruction team helps students develop these research and information literacy (IL) skills through the provision of a variety of research assistance programs and instructional services. We work with both individuals and groups, face-to-face and online, to help students develop the lifelong learning skills that are critical to success not only in their academic careers but also in their professional and personal lives as well. We use a variety of strategies and instructional delivery platforms to support teaching, learning, and research, including:

- Personal assistance at the Research Help Desk (RHD)
- Research consultations with Subject Librarians
- Research help via chat and email
- Online research guides and tutorials
- Course-integrated library instruction

Connecting our users to the appropriate resources and contributing to students’ information literacy skills and their skills as lifelong learners are among our primary responsibilities.
For decades, the Library’s Reference Department has kept statistics about questions asked at the Research Help Desk as well as questions asked specifically of subject librarians via office consultations, phone calls, and within the last ten years, email and chat. Some other library service areas have also kept their own statistics, but there was little consistency regarding the type of data we were collecting at the different desks. Moreover, there was never a central repository for all of this data, and reference librarians did not have a particularly clear picture about the types and frequency of questions asked at other service areas. As such, we lacked a global view of service desk statistics that would not only allow us to see how each service area contributes to the library’s overall service goals but also help us to make data-driven decisions regarding things like staffing, resource allocation, training needs, etc. that take into account the contributions of all library departments. This year, however, that changed when the library began using a product called Reference Analytics to collect and analyze data from all service points. As a result of this initiative, we are beginning to have a clearer picture of the amount and types of questions our patrons are asking. For example:

- Library employees (librarians, library staff, student assistants, and docents) answered a total of over 17,200 research, technology, directional, and facility and services questions
- Of those, over 3,200 were research questions
- Library employees also answered nearly 4,300 questions about our facility and the services we offer
- Over 6,400 questions were technology related

A student’s comment from the RHD survey, “The people working at the RHD really seem to know what they’re doing. I’ve never had a question that they couldn't answer.”
Chart 6. Reference Analytics Statistics: Types of Questions

Students in the 2nd floor sitting and studying area
More questions were asked at the Research Help Desk than any other desk (5,498), but the Circulation Desk (4,476) and the Tech Help Desk (4,702) were not far behind.

Chart 7. Data Collection is From a Variety of Locations

![Chart 7: Data Collection is From a Variety of Locations](image)

Chart 8. Face-to-Face and Direct Online Contacts with the Reference Team

<table>
<thead>
<tr>
<th>Value</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Data</td>
<td>5770</td>
<td>33%</td>
</tr>
<tr>
<td>Undergraduate student</td>
<td>9935</td>
<td>58%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>415</td>
<td>2%</td>
</tr>
<tr>
<td>Faculty</td>
<td>386</td>
<td>2%</td>
</tr>
<tr>
<td>Staff</td>
<td>132</td>
<td>1%</td>
</tr>
<tr>
<td>Alumni</td>
<td>73</td>
<td>0%</td>
</tr>
<tr>
<td>High School Student</td>
<td>58</td>
<td>0%</td>
</tr>
<tr>
<td>Random Visitor</td>
<td>283</td>
<td>2%</td>
</tr>
<tr>
<td>Other University</td>
<td>202</td>
<td>1%</td>
</tr>
</tbody>
</table>

While the majority of patrons seeking answers to questions at our desks were undergraduates (58%), we also assisted graduate students, faculty, staff, alumni, and visitors.

This year, the reference team answered a total of 6,797 questions in a variety of ways, including face-to-face (F2F) at the Research Help Desk and via in-office research consultations, as well as online via chat and email.
Research Help Desk (RHD) and References Services
Traffic at our Research Help Desk continued to decline this year, but this is consistent with the national trend that has seen library reference statistics fall dramatically over the past 20+ years. The decline at our desk over the past two years specifically may also be due to the fact that inputting statistics into our Reference Analytics system is more time-consuming than our previous system of marking tics on a sheet of paper, and it can be easy to forget to record all transactions when the desk gets busy.

While desk traffic is not what it once was, the Research Help Desk remains a valuable source of help for many students, as evidenced by the 5500+ questions that were asked and answered there this year. Many of our users do need directional assistance; help with printers, computers, and wireless access; and basic information about how to look-up or find physical materials in the library, and they specifically seek out that help from our friendly, approachable, and knowledgeable RHD staff. A smaller percentage of users need more advanced research help from librarians, and the RHD becomes their gateway to one-on-one personal research assistance.

LibStARS
Because RHD statistics indicate that a preponderance of questions that are asked at the Research Help Desk do not require the attention of librarians (only 11% of questions asked at the RHD this year were labeled “Advanced Research”), we’ve made the provision of information-services at the RHD more cost-effective by staffing the desk with students and scheduling librarians as “back-ups” to whom our student assistants refer patrons with advanced research questions. Our LibStARS program (Library Student Assistant Research Support) makes the most efficient use of our shrinking population of librarians, whose time is better spent working on projects and initiatives that require their expertise and experience rather than sitting and waiting for questions or explaining the intricacies of printing. That being said, the LibStARS program also allows us to continue to provide high-quality, face-to-face research help from subject librarians on a drop-in basis, as the student assistants simply refer research questions to the on-call back-up librarian. This year, LibStARS referred approximately 450 questions, primarily to subject librarians but also to other service desks as needed.

The LibStARS program also adds value to the lives of the LibStARs themselves (Library Student Assistant Researchers), as they gain valuable work experience providing high-quality customer service to the CPP community. Moreover, they gain leadership experience as well, since the students they assist look them upon as peer-mentors. LibStARs also learn advanced research skills that help them excel in their courses and prepare them for lifelong learning. As one LibStAR recently put it in a farewell note to the Reference Team: “I owe each and every one of you SO MUCH for the invaluable experience, tools, and guidance you have generously given me.”
Research Consultations
As noted above, when patrons approach the RHD with advanced research questions, LibStARs refer them to subject librarians. Sometimes the backup librarians help patrons out at the RHD, while other times they bring patrons back to their offices, which are generally more conducive to engaging in longer and more in-depth research help sessions than the RHD. In other cases, patrons contact subject librarians directly, having met them in a library instruction sessions or having found their contact information online. Subject librarians answered approximately 194 advanced research questions via face-to-face research consultations or via phone calls to their direct lines.

Online Help via Email and Chat
The Reference Team also answers a variety of questions via chat and email. Email questions went up 30% from last year, from 435 in 2011-12 to 568 in 2012-2013. This figure includes the emails generated by our LibAnswers system (more on this system below). When patrons do not find an answer they are after in our knowledge base, they have the option to fill out a form, which generates an email that goes out to all the librarians. The first librarian who is available uses the system to email an answer to the patron.
Chat statistics remained about the same this year (530 in 2012-13 and 535 last year). This figure includes:

- Chats conducted by Reference Department staff using the QuestionPoint service at either the RHD or in their offices.
- Chats between Cal Poly Pomona students and other librarians from the QuestionPoint consortium who answer our students’ questions when Cal Poly Pomona librarians are not available.
- Chats subject librarians conduct with patrons using their personal chat accounts on platforms like Google, Facebook, Skype, etc.

**Automating Reference to Improve Effectiveness and Efficiency**

The newest way that Reference librarians are meeting the research needs of patrons is via an online program called LibAnswers. LibAnswers is an automated, 24/7, point-of-need question answering system that allows users to type in a question and immediately get an answer if the question (or one similar to it) has been asked and answered before.

Specifically, librarians draw upon their experiences working with students at the Research Help Desk, in research consultations, and in library instruction sessions to identify frequently asked questions and then to devise effective responses to them. The system is also an effective way of incorporating information that is scattered across the library’s website into question/answer pairs that are easily discoverable in one central knowledge base.

When patrons type their queries into the FAQ box on the library homepage, using either natural language or keywords, the LibAnswers widget generates suggestions as they type. When patrons see their question or a similar one, they simply click on it to get their answer. In short, librarians construct an answer once, and then the system automates the connection between the information and the patron who needs it.
LibAnswers is thus an important step toward lessening the repetitive nature of reference work (i.e., constantly repeating answers to frequently asked questions), freeing up librarians to answer more complex queries or to perform other tasks that are more aligned with their expertise. It has proven to be an effective and efficient way for patrons to get immediate answers to questions, as this year, patrons entered over 12,000 questions into the FAQ search box and either 1) found a “direct match” (answer to their question) via the system’s auto-suggest function, which attempts to anticipate the user’s question based on what they typed in and to match it to an existing question/answer pair in the knowledge base or 2) clicked “search” and then clicked on a link to a question answer pair that looked promising to them.

LibAnswers is patron-centric (rather than desk or library-centric) reference service at its most effective and efficient. It is perhaps not surprising then that this is also where we have seen the most growth in use of reference services. More questions were asked and answered via the automated system this year than in the previous two years combined. Specifically, we saw a 94% increase from 2011-12 to 2012-13 and a dramatic 222% increase over the two year span from 2010-11 to 2012-13.

Chart 9. LibAnswers (Online Reference Service) Statistics

Increases in the use of our automated question answering system are accompanied by an increase in the overall percentage of questions that are answered online rather than face-to-face. Last year, for example, face-to-face (F2F) made up 30% of the transactions handled by the Reference Team while 70% were online.
When we look at the total number of questions that were asked library-wide (and not just those answered by the Reference Team), the numbers shift significantly. Library-wide statistics indicate that approximately 45% of questions were answered online and 55% were answered face-to-face or by phone.
Total Questions Answered 2012-13
When the automated LibAnswers reference contacts are added to the total questions answered by the Reference Team, the total comes to 18,803. This figure not only marks an increase in reference transactions from the past year but also is higher than any of the annual totals over the past five years. So while reference desk statistics are continuing to decline reference statistics as a whole actually went up this year by 36% due to our increased presence in the online environment.

A student comments about our Research Help service, “The information that I received was what I was looking for.”
Table 12. Reference Department Stats: 5 year Comparison

<table>
<thead>
<tr>
<th></th>
<th>Research Help Desk</th>
<th>Research Consultations</th>
<th>Email</th>
<th>Chat</th>
<th>FAQ</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>5,505</td>
<td>194</td>
<td>568</td>
<td>530</td>
<td>12,006</td>
<td>18,803</td>
</tr>
<tr>
<td>2011-2012</td>
<td>6,135</td>
<td>578</td>
<td>435</td>
<td>535</td>
<td>6,187</td>
<td>13,870</td>
</tr>
<tr>
<td>2010-2011</td>
<td>13,227</td>
<td>345</td>
<td>489</td>
<td>732</td>
<td>3,724</td>
<td>18,517</td>
</tr>
<tr>
<td>2009-2010</td>
<td>14,793</td>
<td>377</td>
<td>183</td>
<td>979</td>
<td>---</td>
<td>16,332</td>
</tr>
<tr>
<td>2008-2009</td>
<td>13,623</td>
<td>384</td>
<td>613</td>
<td>1,449</td>
<td>---</td>
<td>16,069</td>
</tr>
</tbody>
</table>

Face-to-face and phone

Chart 12. Reference Statistics - 5 year Chart

If we look at all of the library’s statistics holistically, adding LibAnswers statistics to the questions answered by all Library staff, the total number of questions answered last year library-wide increases to 29,226. In sum, by recording statistics at all library service points, we were able to capture 112% more questions than we did the previous year when we were only recording reference statistics.
Library Instruction and Information Literacy

Face-to-Face Course-Integrated Instruction Sessions
In order to enhance student learning, librarians design face-to-face instruction sessions that are tailored to specific courses, research assignments, and stages in the research process. This year our team taught 132 course-integrated instruction sessions, reaching a total of 3,581 students.

Chart 13. Library Instructions Sessions by College

Sessions by College  2012-2013
132 total sessions

- Agriculture: 17 sessions (13%)
- Business: 24 sessions (18%)
- CLASS: 46 sessions (35%)
- EGR: 9 sessions (7%)
- EDU: 16 sessions (12%)
- Science: 10 sessions (8%)
- ENV: 9 sessions (7%)
- Collins: 1 session (1%)

33
Library Instruction Workshops (open to the public)
This year, the library also hosted 21 workshops (instruction sessions that are open to the public and not associated with a specific course) that were attended by 284 people. We also provided 16 workshops for incoming students over the summer in collaboration with orientation services.
Online Tutorials and Guides
To meet the learning needs of students 24/7, the library provides a variety of self-paced online tutorials (primarily videos) and guides (text-based guides to research in specific disciplines and for specific courses). Many of our tutorials contain quizzes and certificates of completion, making it easy for faculty to incorporate them into their classes as homework assignments or extra credit.
**EZ Research Tutorial**

Our EZ Research tutorial, which provides students with a basic introduction to library research and culminates with a quiz and certificate of completion, was accessed 3,332 times (non-students were filtered out from this figure), which constitutes a 17% increase from last year’s 2,844 figure. Over 80 professors assigned EZ Research and over 3,300 students completed it. Approximately 500 of those students were enrolled in lower division writing courses, which highlight the trend in which lower division writing faculty are assigning our library tutorials rather than scheduling face-to-face instruction sessions.

**From Face-to-Face to Online**

The shift from face-to-face to online tutorials for lower division writing courses is beneficial for the library since our limited staff makes it difficult to provide face-to-face instruction for all lower division writing classes. Librarians can instead devote their limited time and expertise to providing instruction for more advanced courses that require higher-level research skills. Many writing instructors also appear to find the use of online tutorials beneficial, since their students can take the online tutorial as homework and learn the same introductory library and information literacy skills covered in face-to-face sessions rather than devoting an entire class meeting to cover the material. This is particularly important in the quarter system, where class time is limited.

The face of our EZ Research Tutorial
Chart 17. Tutorial Usage - 5 years

Total Tutorial Views from 2008-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>3,750</td>
</tr>
<tr>
<td>2009-10</td>
<td>10,669</td>
</tr>
<tr>
<td>2010-11</td>
<td>12,904</td>
</tr>
<tr>
<td>2011-12</td>
<td>9,409</td>
</tr>
<tr>
<td>2012-13</td>
<td>11,368</td>
</tr>
</tbody>
</table>

Students at work in the Productivity Center on the second floor
Research Guides
Additionally, librarians develop research guides and tutorials to meet the needs of specific disciplines, courses, and assignments. Below is a sample research guide.

We now have over 200 research guides, which were accessed over 60,000 times!
Table 13. Online Instruction Usage

<table>
<thead>
<tr>
<th>Year</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>12,904</td>
<td>9,409</td>
<td>11,368</td>
</tr>
<tr>
<td>Guides</td>
<td>19,664</td>
<td>47,526</td>
<td>62,311</td>
</tr>
<tr>
<td>Tours</td>
<td>165</td>
<td>1,078</td>
<td>1,219</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32,733</td>
<td>58,013</td>
<td>74,898</td>
</tr>
</tbody>
</table>

Learning Outcomes Assessment

Assessment of Face-to-Face Instruction Sessions
Because most of our classes are “one-shots” (that is, we only meet with a given class one time for approximately one hour at the request of individual instructors), there are significant barriers to meaningfully assessing student learning outcomes (limited time with students, lack of access to students and their work after the session, etc.). Nevertheless, we do use a variety of assessment techniques, including Classroom Assessment Techniques (CATs) to gauge immediately student learning and to make instructional adjustments on the fly as needed. Some of our librarians use iClickers in order to get this immediate feedback, while others have used them to collect data about student learning, assessing 1) students’ information literacy knowledge and research experience prior to the session and 2) targeted learning outcomes after the session.

Other librarians use worksheets, online forms, and activities to assess whether students are able to perform the research tasks taught in specific instruction sessions. For example, many instructors find that their students do not know how to recognize and find scholarly articles. In an effort to assess whether students were able to find scholarly articles after receiving library instruction, 309 students, from 9 unique courses (this figure only includes unique course numbers; several instruction sessions were conducted for multiple sections of IGE 120) received instruction in how to find a scholarly article on their topic using a database that was relevant to their topic or the course in which they were enrolled. This figure only includes unique course numbers. Several instruction sessions were conducted for multiple sections of IGE 120. Students were also taught to use the database’s “cite” feature to produce a citation for the article they found in a citation style that was appropriate for the course.
Table 14. Assessment of Nine Unique Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 96</td>
<td>12</td>
<td>3.9%</td>
</tr>
<tr>
<td>ENG 102</td>
<td>15</td>
<td>4.9%</td>
</tr>
<tr>
<td>IGE 120</td>
<td>160</td>
<td>51.8%</td>
</tr>
<tr>
<td>PSY 204</td>
<td>21</td>
<td>6.8%</td>
</tr>
<tr>
<td>SOC 204</td>
<td>23</td>
<td>7.4%</td>
</tr>
<tr>
<td>SOC 205</td>
<td>22</td>
<td>7.1%</td>
</tr>
<tr>
<td>PSY 402</td>
<td>17</td>
<td>5.5%</td>
</tr>
<tr>
<td>PSY 433</td>
<td>24</td>
<td>7.8%</td>
</tr>
<tr>
<td>EWS 433</td>
<td>15</td>
<td>4.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>309</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Chart 18. Course Level of Students

A total of 262 students located articles that were relevant to their topics (85%). 85% of students were also able to find the cite feature in the database to produce a citation (APA or MLA). 227 students (73%) successfully located a scholarly article. A total of 185 students (60%) were able to complete all three tasks successfully, finding scholarly articles that were relevant to their topics and then finding and copying and pasting the citation for the article (APA or MLA).

A majority of the 125 students who were unsuccessful in at least one part of the task (finding a scholarly article, finding an article relevant to their topic, and finding a correctly formatted citation for the article in the database) were enrolled in a 100 level (82 students) or 90 level
course (7 students). 52% of students enrolled in a 90 or a 100 level class, 67% of students enrolled in a 200 level class and 77% of students enrolled in a 400 level course were able to complete all three tasks correctly.

Only 16 (5%) of the 309 students from all course levels were unsuccessful at all three tasks (i.e., their articles weren’t scholarly, they weren’t relevant to their stated topic, and they did not include a formatted citation from the database), and of those, 14 were enrolled in a 100 level or lower course.

Chart 19. Percentage of Students Successfully Completing Assessment Tasks

That higher success rates correspond with class level is not surprising given that 1) students in lower level courses generally have less research experience than those enrolled in higher level courses, and 2) many students in lower level classes are younger and at a lower level of cognitive development than those enrolled in 400 level courses. These statistics also suggest that students’ information literacy skills are not developed once and for all after taking a single library instruction session. Rather, students’ information literacy skills develop slowly over time and with practice. Having students attend information literacy instruction sessions tailored to specific course assignments multiple times their academic careers is thus a useful strategy for improving their information literacy skills.

Assessment of Tutorials

Additionally, many of our online tutorials are equipped with quizzes that provide us with data about student learning. One such example is our aforementioned EZ Research tutorial. Students input information about themselves at the beginning of the tutorial, and then after watching the video, they are asked to answer 10 multiple choice questions. If they answer them all correctly, they receive a certificate of completion that includes information such as their name and the date and time that they completed the tutorial.
From July 2012 to June 2013, the quiz was taken 6,260 times. Out of the 6,260 attempts, 2,989 students answered all the quiz questions correctly and passed the tutorial, and 2,058 students missed at least one question, thus “failing” the tutorial one or more times. Most of the students who did not pass the quiz the first time took it again, since passing it is a requirement for many classes. Taking the tutorial two or more times facilitated student learning, since they had the opportunity to figure out which questions they missed and why and to determine the correct answers.

Each of the quiz questions is aligned with one or more learning outcomes specified in ACRL’s Information Literacy Competency Standards for Higher Education, as indicated in the chart below.

### Chart 20. Tutorial Quiz

<table>
<thead>
<tr>
<th>Question</th>
<th>Alignment with Information Literacy Standard2</th>
<th>Answered Incorrectly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you need to access library resources off campus?</td>
<td><strong>Standard 2: ACCESS</strong></td>
<td>121</td>
</tr>
<tr>
<td></td>
<td><em>Performance Indicator 1</em>: The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Standard 5: ETHICAL &amp; LEGAL USE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Performance Indicator 2, Outcome b</em>: Uses approved passwords and other forms of ID for access to information resources.</td>
<td></td>
</tr>
<tr>
<td>2. If you are looking for information about the use of antibiotics in the factory farming industry, what is the best search phrase to use?</td>
<td><strong>Standard 2: ACCESS</strong></td>
<td>366</td>
</tr>
<tr>
<td></td>
<td><em>Performance Indicator 2, Outcome d</em>: Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)</td>
<td></td>
</tr>
</tbody>
</table>

1 2,058 unique users failed to answer all questions correctly. There were a total of 3,273 failed attempts to pass the tutorial, 1,215 of those constituted one or more repeated attempts by the same users.

2 Indicates which of the ACRL Information Literacy Competency Standards the question is aligned with. See: [http://www.ala.org/acrl/standards/informationliteracycompetency](http://www.ala.org/acrl/standards/informationliteracycompetency)
<table>
<thead>
<tr>
<th>Question</th>
<th>Alignment with Information Literacy Standard³</th>
<th>Answered Incorrectly</th>
</tr>
</thead>
</table>
| 3. When it comes to research, why is it often better to use library databases rather than standard search engines like Google? | **Standard 1: IDENTIFIES INFORMATION NEEDED**  
*Performance Indicator 2, Outcome c:* Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)  
**Standard 5: ETHICAL & LEGAL USE**  
*Performance Indicator 1, Outcome b:* Identifies and discusses issues related to free vs. fee-based access to information | 370 |
| 4. If an article you’re looking for isn’t available through any of the library’s databases or in print, which service will allow you to access it? | **Standard 1: IDENTIFIES INFORMATION NEEDED**  
*Performance Indicator 3, Outcome a:* Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound) | 1,501 |
| 5. Which of the following is a good strategy for choosing a database?   | **Standard 1: IDENTIFIES INFORMATION NEEDED**  
*Performance Indicator 2, Outcome c:* Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)  
**Standard 2: ACCESS**  
*Performance Indicator 1:* The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information. | 480 |
| 6. Both the AND and NOT operators will __________ a search.            | **Standard 2: ACCESS**  
*Performance Indicator 2, Outcome d:* Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books) | 338 |
| 7. Searching for two keywords separated by the OR operator returns results that include ____. | **Standard 2: ACCESS**  
*Performance Indicator 2, Outcome d:* Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books) | 1,445 |

³ Indicates which of the ACRL Information Literacy Competency Standards the question is aligned with. See: [http://www.ala.org/acrl/standards/informationliteracycompetency](http://www.ala.org/acrl/standards/informationliteracycompetency)
<table>
<thead>
<tr>
<th>Question</th>
<th>Alignment with Information Literacy Standard ¹</th>
<th>Answered Incorrectly</th>
</tr>
</thead>
</table>
| 8. What is the advantage of “field” searching?                           | **Standard 2: ACCESS**  
  *Performance Indicator 2, Outcome d:* Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books) | 979                  |
| 9. If you don’t see a link to the full text of an article you are after, click the “Find It” button to see if the article is _____. | **Standard 2: ACCESS**  
  *Performance Indicator 3, Outcome a:* Uses various search systems to retrieve information in a variety of formats | 236                  |
| 10. Databases provide you with access to scholarly material, the majority of which is not available for free online and accessible via a Google search. | **Standard 1: IDENTIFIES INFORMATION NEEDED**  
  *Performance Indicator 2, Outcome c:* Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)  
  **Standard 5: ETHICAL & LEGAL USE**  
  *Performance Indicator 1, Outcome b:* Identifies and discusses issues related to free vs. fee-based access to information | 263                  |

Most of the questions on the quiz are most closely aligned with the Information Literacy Standards that focus on defining an information need and accessing information. An analysis of the questions that were most frequently answered incorrectly indicates that students:

- Are not understanding that they can access articles that the library doesn’t own or perhaps that they are not associating the term “document delivery” with that service. The library may want to consider whether the more traditional term “interlibrary loan” might be a more intuitive label.
- Do not seem to understand how the Boolean operator OR works.
- Are confused about the term “field searching” or perhaps that they don’t grasp why it can be useful.

Going forward, the library will use this data to attempt to improve the sections of the tutorial that students had the most difficulty with and to refine the quiz questions.

⁴ Indicates which of the ACRL Information Literacy Competency Standards the question is aligned with.
See: [http://www.ala.org/acrl/standards/informationliteracycompetency](http://www.ala.org/acrl/standards/informationliteracycompetency)
Collection Management

Contributions to the Campus Community (What we offer that no one else does)
The Library Collection is the core service of the Cal Poly Pomona University Library. It is not an exaggeration to say that the collection is the raison d'être for the Library, that most services and functions of the Library support or relate to the collection in some way. While some departments on campus might maintain small reading rooms or subscribe to specialized resources, no other entity on campus provides a comprehensive collection of books, journals, recordings, databases, and other resources necessary to support teaching and learning at the University.

The centrality of the collection is obvious in the Library Mission Statement (first paragraph only is reproduced below):

As the central intellectual and cultural resource of the campus community, the purpose of the Cal Poly Pomona University Library is to provide all students, faculty, staff, and administrators with effective and equitable access to the recorded information necessary to support the University's instruction, research, and public service mission, to respond to the need of all members of the University community to be library and information literate, and to provide a rich independent learning environment where information can be explored and assimilated to knowledge.

Contributions of Collection Management also include the expertise of the Subject Librarians – their knowledge of publishing and important works in the various disciplines, their knowledge of and expertise with our databases and other electronic resources, and the publication of guides and tutorials that inform students about the most appropriate resources for their assignments and projects.

The Collection Management Team
Librarians with Collection Management assignments are called Subject Librarians and participate in the Collection Management Team. A list of Team members with corresponding academic units can be found at [http://www.csupomona.edu/~library/keycontacts.html](http://www.csupomona.edu/~library/keycontacts.html).

The Collection Management Team develops policies, manages the allocated collection budget, and makes decisions on major expenditures such as databases and ejournal packages. Subject Librarians are responsible for book selection and managing the periodical and serial subscriptions in their subject areas.

Thanks to Bibliographic Access Services (BAS)
Nearly every Collection Management Team project is actually a joint effort between Collection Management and BAS. None of the activities described in this report would be possible without the support and cooperation of Yvonne Zhang and the entire BAS staff. To list the specific contributions of each staff member would make this report twice as long so this short paragraph is added to remind them of how much they are appreciated.
**Collection Budget**

The 2012-2013 collection budget was less than in previous years. As shown in the chart below, the Library allocation for the collection was $101,596 less than in 2011-2012. The Kellogg grant for *Web of Science* was also less than 2011-2012.

<table>
<thead>
<tr>
<th>Collection Budget</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Allocation</td>
<td>$1,146,745</td>
<td>$1,045,149</td>
</tr>
<tr>
<td>EBSCO Deposit</td>
<td>$193,922</td>
<td>$185,000</td>
</tr>
<tr>
<td>Kellogg Grant for WoS</td>
<td>$100,000</td>
<td>$65,000</td>
</tr>
<tr>
<td>Total Allocation</td>
<td>$1,440,667</td>
<td>$1,295,149</td>
</tr>
</tbody>
</table>

The budget allocations for the major budget categories are shown below:

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$140,852</td>
<td>$214,926</td>
</tr>
<tr>
<td>Journals</td>
<td>$292,996</td>
<td>$244,559</td>
</tr>
<tr>
<td>Serials</td>
<td>$248,240</td>
<td>$231,493</td>
</tr>
<tr>
<td>SDLC*</td>
<td>$758,579</td>
<td>$604,171</td>
</tr>
<tr>
<td>Total</td>
<td>$1,440,667</td>
<td>$1,295,149</td>
</tr>
</tbody>
</table>

*Systemwide Digital Library Content (CSU)*

Description of budget categories:

- **Books**: Print and electronic books, plus reference materials and collections that are one-time purchases. Media (CDs, DVDs) are also included in this category as we don't have a separate media category.
- **Journals**: Print and electronic journals.
- **Serials**: Includes print and electronic non-journal subscriptions and standing orders: encyclopedias, data compilations, document collections (e.g., *Oregon PDF*), and databases, including full text databases. Ebook collections (e.g., *Knovel*) are also treated as serials as they are subscriptions. The book category is for print and electronic books that are purchased.
- **SDLC** (Systemwide Digital Library Content) is the CSU office formerly known as SEIR. This category includes the databases and ejournal packages managed by the CSU consortium.

The figures above do not include $14,438 from the Landscape Architecture Department for databases the department acquired to address accreditation concerns. The Library is managing these subscriptions because they are part of the CSU consortium contracts. Also excluded from the above is $21,202 in the Yankee Book Publisher (YBP) deposit account as of July 1, 2012 used for the Demand Driven Acquisition project.
Changes from 2011-12
The most noticeable difference from 2011-12 is the reduced allocation from the Library budget, $1,045,149 vs. $1,146,745, a 9% reduction of $101,596.

Journal and serial allocations were lower than 2011-12 due to cancellations. Journal cancellations focused on high cost/low use titles and titles with articles in aggregator databases. In the serials category, cancellation efforts were focused on print serials, primarily in the reference collection. Because serial expenditures are unpredictable, it’s difficult to make accurate projections and we ended up with more money than anticipated for books.

The reduced SDLC allocation is because of the Web of Science. In 2011-12 we had significant start-up costs not covered by the Kellogg grant - Library funds were used to purchase a backfile and we had to pay the annual fee for two years. In 2012-13 we only had the 2013 annual fee which was completely covered by the Kellogg grant.

The chart on the left below illustrates the four major budget allocation categories. SDLC expenses are primarily for e-journal packages and databases (serials). The chart on the right illustrates the percentage spent on each of the three format types.

The percentage of the collection budget spent on electronic resources has increased to 86%, up from 75% in 2011-12.
Continuing Shift from Print to Electronic
Refer to charts 23 and 24 below.

The percentage of the collection budget spent on electronic resources has increased to 86%, up from 75% in 2011-12. The biggest change from 2011-12 is the increasing number of electronic books purchased. While the number of print books purchased exceeded the number of ebooks purchased, the percentage spent on ebooks topped 50% for the first time.

Expenditures for print serials dropped significantly – from 33% to 9% of serial expenditures. Print journal expenditures dropped from 11% to 9% of the total for journals.
Collection Management Team Projects

Journal and Serials Reviews and Cancellations Project
Much of the Collection Management Team’s work in recent years has focused on identifying journals and serials for cancellation. This is necessary for several reasons:

- keep up with price increases on products we want to retain
- put ourselves in a better position to deal with a budget cut, if necessary
- increase book acquisitions (print and electronic)
- purchase additional electronic resources and respond to more faculty requests
- in 2015 we’ll have to add the Web of Science to our annual subscription list

These cancellation efforts have been quite successful:

- As noted above (see table 16 on page 46), the cost of our local periodical (journal) subscriptions was nearly $50,000 less than in the previous year. This is especially significant when price inflation is taken into consideration. According to the latest Library Journal Periodicals Price Survey (April 2013) journal prices increased 6% from 2012 to 2013.

- Serial expenditures have also declined. More importantly, the number of active serial titles received has declined considerably: 196 in 2012-2013 down from 458 in 2011-2012. Most of these recent cancellations were relatively inexpensive print serials which might explain why the savings hasn’t been greater. Although, serials expenditures vary from year to year so we might see more savings in future years. Even without savings however, cancellations help us keep up the with inflationary price increases on our remaining serials.

It is important to keep in mind that electronic serials (databases, data collections, etc.) are almost always more expensive than print serials. This fact, combined with annual price inflation, means that without budget increases it will be necessary to continue to identify titles to cancel just to stay even and we'll never be able to add items from our "Wish List".

Demand Driven Acquisition (DDA) Project
Our Demand Driven Acquisition (DDA) project started in spring of 2011 and the first discovery records were added to our Catalog in early November 2011. DDA has turned out to be an efficient, cost-effective, just-in-time means of providing access to ebooks for our patrons. The Collection Management Team now considers DDA to be a routine component of our selection process.

As a quick review: our DDA project is with ebrary and based on our established profile with Yankee Book Publisher (YBP), our major book vendor. Each week discovery records (records for ebooks that match our profile) are added to the Catalog. A short term loan (STL) is triggered when a patron uses a book for more than 10 minutes, views more than 10 pages, or prints or copies any of the content. After two STLs, the book is purchased and becomes a permanent part
of our collection. The process is transparent to Library users. They are not aware when they are triggering a STL or purchase. We are seeing natural behavior – library users selecting a book because it appears to meet a need.

In November 2011 we put $30,000 on deposit with YBP to fund DDA. Our concerns about the money disappearing too quickly turned out not to be an issue at all. As of May 28, 2013 we still had $6,194 left from our original deposit.

DDA Summary November 2011 - May 28, 2013

- Total expenditure to date: $23,806
- 166 titles have been purchased, totaling $13,000.73 (plus cost of preceding STLs)
  - Average purchase price $78.32
- 1,115 short term loans were activated, totaling $10,945
  - Average STL cost $9.82
- 616 titles to date have been used at least once, but not purchased
  - List price of titles totaled with STL activity: $47,604
  - The $36,659 difference between the list price and the $10,945 paid for short term loans can be considered money saved.
- DDA activity is occurring in all subject areas, see charts 25 and 26 below and on page 51. The heaviest activity is in the H call numbers (business, economics, and social sciences).
- Subject Librarians are confident that the books acquired through DDA are appropriate for our collection.

Chart 25. Demand Driven Acquisition (DDA) Activity by Call Number
Next steps for DDA:
- We are in the process of adding EBSCO Ebooks to our DDA plan.
- We now have enough experience to discuss how DDA is impacting our other book selection activities as well as possible impacts on book fund allocations.

Collection Development Policy Project
The Collection Development Policy was revised. Additions were made to reflect new Library initiatives such as DDA and ALI and the format sections were updated to reflect current practice.

Hinomoto Library Donation Project
A collection of approximately 300 volumes was donated to Cal Poly Pomona by the Tenrikyo Mission in Los Angeles. These volumes were part of the Mission’s Hinomoto Library which was being closed. Subjects include Japanese gardens and landscape architecture, and other Japanese arts and crafts.

ENV Collection Move Project
The collection of more than 17,000 items are being processed and integrated into the Library online catalog and book stacks. The project began in June 2013 and should be completed by September 2013.

Changes to Electronic Core Collection Project
The Electronic Core Collection (ECC) is the collection of electronic resources funded centrally for all CSU libraries. LexisNexis, JSTOR, Biological Abstracts, and PsycINFO are examples of ECC resources. With input from campus libraries, the EAR Committee and COLD (Council of Library Directors) decide on ECC holdings.

In early 2013 the EAR Committee undertook a major review of the ECC. After a survey of CSU libraries, EAR and COLD agreed on the following changes:

Add to the ECC:
- Academic Search Premier/Business Source Premier (ASP/BSP)
  - our savings: about $30,000/year
- ebrary Academic Complete ebook collection
  - our savings: the $8,200/year cost of our ebrary Computers & IT collection

Drop from the ECC:
- Factiva, ProQuest Business Suite, CQ Weekly, Ethnic News Watch, Gender Watch, MathSciNet, Grove Art (Oxford), Philosopher’s Index

The savings realized from the addition of ASP/BSP and ebrary to the ECC will be used to fund dropped resources by the Chancellor Office that we want to continue.

This is the first major change to the ECC in years and we will carefully evaluate each resource dropped from the ECC before taking on the subscription expense. Usage statistics, price, and librarians’ evaluation of content are the basis for these decisions.

Table 17. Systemwide Digital Library Content (SDLC) Changes

<table>
<thead>
<tr>
<th>SDLC DATABASE CHANGES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Added to ECC:</td>
<td></td>
</tr>
<tr>
<td>Academic Search Premier</td>
<td>$30,343</td>
</tr>
<tr>
<td>ebrary Computers &amp; IT</td>
<td>$8,208</td>
</tr>
<tr>
<td><strong>SAVINGS, based on 2012-13 cost</strong></td>
<td><strong>$38,551</strong></td>
</tr>
<tr>
<td>Former ECC added:</td>
<td></td>
</tr>
<tr>
<td>Grove Art, 3 simultaneous users</td>
<td>$1,965</td>
</tr>
<tr>
<td>CQ Weekly</td>
<td>$2,257</td>
</tr>
<tr>
<td>Philosophers Index, single user</td>
<td>$1,474</td>
</tr>
<tr>
<td>Hoovers (ProQuest Business Suite)</td>
<td>$3,206</td>
</tr>
<tr>
<td>Ethnic News Watch</td>
<td>$1,974</td>
</tr>
<tr>
<td>Gender Watch</td>
<td>$1,997</td>
</tr>
<tr>
<td><strong>TOTAL former ECC continued</strong></td>
<td><strong>$12,873</strong></td>
</tr>
<tr>
<td>also added:</td>
<td></td>
</tr>
<tr>
<td>Britannica w/World Data Analyst (dropped from ECC in 2011-12)</td>
<td>$7,214</td>
</tr>
<tr>
<td>Berg Fashion Library, single user (Oxford)</td>
<td>$696</td>
</tr>
<tr>
<td><strong>TOTAL of all added</strong></td>
<td><strong>$31,674</strong></td>
</tr>
<tr>
<td>Former ECC not continued:</td>
<td></td>
</tr>
<tr>
<td>Factiva (ProQuest)</td>
<td>$18,547</td>
</tr>
<tr>
<td>OxResearch (ProQuest Business Suite)</td>
<td>$5,108</td>
</tr>
<tr>
<td>Snapshots North America (ProQuest Business Suite)</td>
<td>$4,743</td>
</tr>
</tbody>
</table>
Assessment of the Use of Electronic Resources

Analysis of usage statistics is the primary assessment activity for the Collection Management Team. Since most of our collection budget is now devoted to electronic resources, that is the focus of this assessment. Detailed collection usage statistics can be found on the Collection Management Team website.

Brenda Arnold devotes many hours to the task of compiling usage statistics. This is a very time-consuming task that requires meticulous attention to detail but the work plays an important part in collection management decision making. Brenda compiles statistics for the electronic resources on the Databases A – Z list.

This represents the majority of our databases, electronic reference resources, ebook collections, and ejournal packages but it is not possible for us to track the use of every single electronic item. At this time we do not have the staff time to gather use data for all of our electronic reference sources or the individual ejournal subscriptions outside of the packages listed in this section.

Summary of Use of Electronic Resources

Table 18. Usage Stats for Electronic Resources

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searches</td>
<td>921,009</td>
<td>1,013,671</td>
<td>1,176,900</td>
<td>1,187,215</td>
<td>1,021,788</td>
</tr>
<tr>
<td>Sessions</td>
<td>325,068</td>
<td>368,573</td>
<td>612,010</td>
<td>933,752</td>
<td>621,526</td>
</tr>
<tr>
<td>Articles Downloaded ¹</td>
<td>n/a</td>
<td>520,033</td>
<td>641,489</td>
<td>658,052</td>
<td>731,166</td>
</tr>
</tbody>
</table>

¹ Includes articles, chapters, and sections downloaded from full text databases, ejournal packages, ebooks, and other electronic publications.

2012-13 totals for Searches and Sessions are lower than last year, although we are still waiting for May and June statistics from a few publishers. It’s also possible that the Fall Quarter 2012 implementation of Summon as the Library’s primary search tool has impacted search statistics. At this point we do not have a clear understanding of how Summon interacts with Library databases and getting a coherent explanation from the vendor has been a challenge. This is an area that needs further investigation.

The count for articles downloaded is the only category showing an increase over 2011-12. This figure includes the number of sections or chapters downloaded from e-books.

The number of articles downloaded is an important indicator of ejournal use and is a crucial factor when we consider renewing ejournal packages. The table below summarizes the article downloads from major ejournal packages only. We do not have the resources or staff time to capture this data for all ejournal subscriptions.
### Table 19. Number of Articles Downloaded from ejournal Packages

<table>
<thead>
<tr>
<th>Article downloads from major ejournal packages</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM Digital Library</td>
<td>3,816</td>
<td>4,443</td>
<td>1,440</td>
<td>1,396</td>
<td>1,042</td>
</tr>
<tr>
<td>ACS Web</td>
<td>4,113</td>
<td>5,317</td>
<td>6,983</td>
<td>5,275</td>
<td>4,888</td>
</tr>
<tr>
<td>AIP/APS Journals</td>
<td>1,980</td>
<td>1,758</td>
<td>1,595</td>
<td>2,616</td>
<td>1,514</td>
</tr>
<tr>
<td>ASCE</td>
<td></td>
<td></td>
<td>1,380</td>
<td>2,178</td>
<td>1,772</td>
</tr>
<tr>
<td>ASME</td>
<td></td>
<td>104</td>
<td>203</td>
<td>5,973</td>
<td></td>
</tr>
<tr>
<td>Emerald Full Text</td>
<td>2,803</td>
<td>3,431</td>
<td>2,646</td>
<td>2,396</td>
<td>2,601</td>
</tr>
<tr>
<td>IEEE Xplore</td>
<td>8,274</td>
<td>6,936</td>
<td>12,260</td>
<td>17,468</td>
<td>8,105</td>
</tr>
<tr>
<td>JSTOR</td>
<td>121,551</td>
<td>128,334</td>
<td>108,423</td>
<td>101,933</td>
<td>104,174</td>
</tr>
<tr>
<td>Oxford Journals</td>
<td>4,707</td>
<td>4,810</td>
<td>4,686</td>
<td>4,046</td>
<td>4,737</td>
</tr>
<tr>
<td>Project Muse</td>
<td>7,667</td>
<td>8,573</td>
<td>5,662</td>
<td>4,034</td>
<td></td>
</tr>
<tr>
<td>PsycARTICLES</td>
<td>n/a</td>
<td>6,777</td>
<td>8,626</td>
<td>13,460</td>
<td>14,303</td>
</tr>
<tr>
<td>SAGE Journals Online</td>
<td>12,712</td>
<td>8,648</td>
<td>10,853</td>
<td>9,860</td>
<td>11,975</td>
</tr>
<tr>
<td>ScienceDirect (Elsevier)</td>
<td>49,431</td>
<td>72,417</td>
<td>48,797</td>
<td>56,710</td>
<td>58,065</td>
</tr>
<tr>
<td>SpringerLink Journals</td>
<td>10,527</td>
<td>11,652</td>
<td>15,104</td>
<td>13,006</td>
<td></td>
</tr>
<tr>
<td>Wiley Online Library</td>
<td>17,713</td>
<td>13,477</td>
<td>20,687</td>
<td>18,637</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>245,294</td>
<td>276,573</td>
<td>249,246</td>
<td>253,278</td>
<td>231,638</td>
</tr>
</tbody>
</table>

In addition to articles downloaded from electronic journals, thousands more articles were retrieved from full text databases. See chart below.

### Table 20. Number of Articles Downloaded from Full text Databases

<table>
<thead>
<tr>
<th>Articles from full text databases</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBSCO databases ¹</td>
<td>89,129</td>
<td>155,767</td>
<td>233,586</td>
<td>163,996</td>
</tr>
<tr>
<td>LexisNexis</td>
<td>22,222</td>
<td>22,597</td>
<td>20,295</td>
<td>24,174</td>
</tr>
<tr>
<td>Proquest databases</td>
<td>101,192</td>
<td>180,849</td>
<td>139,297</td>
<td>143,870</td>
</tr>
<tr>
<td>WilsonWeb databases</td>
<td>62,494</td>
<td>32,898</td>
<td>11,596</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>275,037</td>
<td>392,111</td>
<td>404,774</td>
<td>332,040</td>
</tr>
</tbody>
</table>

¹ Includes former Wilson databases
ebook Use

Ebook use has increased significantly as shown in the table below. Some of this increased use can be attributed to the increase in the number of ebooks available. We believe it also indicates that Library users have a strong interest in using ebooks.

Table 21. Ebook Use

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ebook User Sessions</td>
<td>17,499</td>
<td>57,240</td>
<td>101,156</td>
</tr>
<tr>
<td>Ebook Section Downloads</td>
<td>not recorded</td>
<td>not recorded</td>
<td>117,052</td>
</tr>
</tbody>
</table>

Collection Management Trends and Issues

- The shift to ebooks is occurring very rapidly and will likely continue.
- Print journals now account for less than 10% of journal expenditures.
- After several years of journal and serial cancellations, we feel we are close to the bottom – that is, it will be very difficult to identify additional cancellations without seriously impacting our ability to support teaching and learning.
- Price inflation is a serious concern, especially with the large ejournal packages. This is an issue that has to be addressed at the system level as most of the large subscriptions are through SDLC.

Goals, Projects, and Priorities

Advocate for an increase to the Collection budget

- We need to start adding items from our “Wish List”.
- We need to invest in new formats such as streaming video.
- Cal Poly Pomona students should have access to resources available at peer libraries in the CSU such as Cal Poly SLO.

Prioritize products on "Wish List"

- If the Collection budget increases or even stabilizes, i.e., if we feel confident that the budget won't be cut in the near future, we should be able to use savings from journal and serial cancellations to acquire new products.

Continue to evaluate impact of DDA on collection development activities (e.g., selection, budget allocations)

- Review book fund allocation models.
- Review DDA profile and parameters.

Publicize the CSU’s acquisition of ebrary Academic Complete and how the multi-user access makes it possible to use the 85,000+ titles in the collection as course materials.

Evaluate the impact of ebrary Academic Complete on our collection, for example:

- What subjects are covered? Subjects excluded?
- Is it possible to use this information in the book fund allocation process?
BIBLIOGRAPHIC ACCESS SERVICES (BAS)

BAS’ primary operations continue to be acquiring, maintaining and providing accurate and timely online access to full text resources (ebooks, ejournals, and other electronic resources) to library users 24/7. In addition, BAS continues to strive for greater efficiency in processing the library’s print and media collections including new formats such as streaming videos, etc.

This past year, BAS engaged in many important library projects and services. Most significantly they are:

- Successfully contacted and followed through with about 300 database vendors, publishers and aggregators for Innovative Server IP changes taking place last November, hence providing library users with undisrupted and stable online access to all electronic resources;

- Successfully participated in Summon (which is a cutting edge unified discovery system/tool in the market) implementation as well as the III Sierra launching (a unified partial open source library integrated system). The two new systems installed within a five month period brought a variety of unexpected technical and workflow challenges to BAS staff. But with persistence and competence, BAS staff very quickly adjusted to the new features, new routines, and a completely different and new interface. As a result, the Library went through a smooth major system migration thanks to the considerable effort and support of BAS staff;

- Successfully expanded Library’s Demand Driven Acquisition (DDA) model on ebooks acquisitions with Yankee Book Publisher (YBP) requested by the Library’s Collection Management Team;

- Actively engaged and contributed to CSU Library of the Future Task Force (LOFT) Sustainable Collection Service (SCS) Project by providing book circulation data analysis and development; and

- Successfully engaged and participated in Hinomoto Donation Project and ENV Library Move Project. The two latest integrations will allow the Library to bring access to over 20,000 new and valuable items to our users in the Fall of 2013. BAS is very proud of taking on such a challenge and incorporating the tasks into our normal workload in a timely fashion.

BAS staff continues to play a crucial and active role in many library wide initiatives, programs and services. Their achievements and participation are highly appreciated and commendable. The following figures and data are examples of their enormous talents and accomplishments.

7,384 full text ejournal titles were added.
Key Figures/Achievements
Total new titles added to Online Catalog
- 2,633 monographs titles
- 4,485 monographs items
- 15 serials titles
- 500 serials items
- 89,537 ebooks items
- 7,384 full text ejournal titles
- 361 ejournal items
- 7,384 full text check-ins
- 40 media titles
- 85 media items

Total full text e-resources holdings managed via Serials Solutions and ERM (update and trouble shoot on daily basis)
- 148,095 links in Online Catalog
- 122 databases

SFX titles and access managed in the Pomona Instance
- 57 targets/databases
- 28,923 objects/titles

Total ebooks access processed (i.e. added, withdraw, access maintenance)
- 36,559 ebook items

W.K. Kellogg Arabian Horse Library material
- 3,146 monographs items
- 1,913 monographs titles
- 197 periodicals titles
- 2,131 serials items
- 219 serials titles
Total monographs (books) orders processed (i.e. acquisition, cataloging and label printing)

- **1,800** Gobi book orders
- **1,116** Gobi ebook orders
- **182** direct vendor orders
- **154** endowment orders
- **150** endowment orders
- **179** DDA orders

Total serials (non-journal subscriptions) orders and titles processed (i.e. check-in, claim, project and renew)

- **330** serial records maintained
- **401** periodical records maintained
- **742** order records maintained

Total serials/periodical cancellation (i.e. making closing marks and notes in all related records)

- **614** orders including standing orders

Total materials withdraw

- **229** monographs title
- **312** monographs item
- **73** serial title items
- **92,975** ebooks item
- **10,289** full text ejournal title

Total book repairs

- **403** various repairs
Staff Participation/Support in University/Library Committees and Events

- University ATI Task Force (Sherry Daniel, member)
- University 75th Anniversary Planning Committee for Cal Poly Pomona University (Natalie Lopez, member)
- University 75th Anniversary Marketing Subcommittee for Cal Poly Pomona University (Natalie Lopez, member)
- Engineering Welcome Fair (Natalie Lopez, co-representative with Ann Morgan for the University Library)
- Faculty Affairs Committee (Wendy Vermeer, member)
- Dean Wang MPP Review Committee (Wendy Vermeer, member)
- Faculty Development Advisory Council (Wendy Vermeer, member)
- Library ILS Working Group (Wendy Vermeer, member)
- University Academic Programs Committee (Yvonne Zhang, member)
- Library Book Display Committee (Ferial Mansouri, Chair)
- National Library Week Committee (Natalie Lopez, Chair; Linda Franklin, Thuy Nguyen, members)
- Welcome Student Week Committee (Natalie Zagami, Chair; Linda Franklin, Thuy Nguyen, members)
- Library Newsletter Committee (Natalie Zagami, Contributing Editor; Ferial Mansouri, member)
- Library Retreat Task Force (Victoria Vega, member)
- Library RTP Committee (Yvonne Zhang, member)
- Friends of the Library (Ferial Mansouri, organizer)
- Lecture on “From printing presses to ebooks” (Co-lectures by Natalie Zagami and Wendy Vermeer, University Library)
- Lecture on “Library 104 – Technical Services” (Guest co-lecturer for the Library Support Staff Certification Program, Pasadena City College)
- Lecture on “English 105 – Library Instruction Course (Natalie Zagami, lecturer)
- Library LOFT Task Force (Yvonne Zhang, member)
Other Achievements
- Expanded endowment acquisitions, processing and statistics gathering including the Arabian Horse Library collections
- Completed numerous III Sierra upgrades with ongoing new fixes
- Completed the Serials Solutions Heritage Collection updates, to take advantage of a centralized and more efficient approach of sharing data and managing Library’s electronic resources
- Implemented the OCLC Notification Service, to take advantage of the automated change notification from OCLC for improved database accuracy and quality
- Ongoing authority control/heading report improvement via Sierra
- Ongoing staff trainings and presentations on Resource Description and Access (RDA) since May 2013, to keep the Library in line with the latest national cataloging standards and practices

BAS staff among the many boxes of ENV materials to be processed
SYSTEMS

The Systems Group provides support for new and existing library systems including the Library’s integrated library system (ILS), the digital signage system for the Library’s promotional TV channel, the group study reservation system, the computer reservation system, and other systems required to enhance library services. The Systems Group interacts with multiple departments in I&IT to ensure that public access computers are working, to make sure that servers are functional, and to make improvements to overall library services. The Systems Group maintains and updates the Library website, and also coordinates the purchase and installation of computers and peripherals.

General Administration of Library Systems – Projects

Google Analytics Implementation in Websites and Services Google Analytics was implemented in all websites hosted under www.csupomona.edu/~library of the Library websites in September 2012. Google Analytics is an excellent tool that the Library can use to track usage in more interactive ways, including tracking by visits, unique visitors, locations of visitors, devices, browsers, paths through the website, etc. It has excellent built-in analytics services, which the Systems Group can use to track library website and catalog usage in ways that had not been previously tracked. It is also possible to embed Google Analytics codes in outside services such as those from SpringShare (LibGuides and LibAnswers), websites from the Online Archive of California, and Xerxes pages (databases access pages) provided by the Chancellor’s Office.

In March and April of 2013, the Systems Group worked on implementing Google Analytics into as many aspects of the online library experience as possible including the main Library webpages and the Library catalog, as well as Xerxes results and database results (Xerxes is the search interface provided by the Chancellor’s Office), the Online Archive of California pages from the Arabian Horse Library and Special Collections, and the services provided by SpringShare (LibGuides and LibAnswers, which are both reference services). By implementing these codes in these additional locations, it has been possible to more accurately track usage of online services.

Students occupied in the Learning Commons on 2nd floor
Table 22. 2012-2013 Statistics for library systems *(July 2013 not yet included)*

<table>
<thead>
<tr>
<th>Library website statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library website page views</td>
<td>1,474,107</td>
</tr>
<tr>
<td>Xerxes databases page views (starting April 2013)</td>
<td>90,674</td>
</tr>
<tr>
<td>Xerxes search results page views (starting April 2013)</td>
<td>316,585</td>
</tr>
<tr>
<td>Page views of LibAnswers &amp; LibGuides (starting April 2013)</td>
<td>88,766</td>
</tr>
<tr>
<td><strong>Total website pageviews</strong>*</td>
<td>2,075,758</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library catalog statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library catalog page views</td>
<td>8,089,576</td>
</tr>
<tr>
<td>Library catalog number of searches done</td>
<td>625,039</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group study room statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group study room reservations (total number of sessions)</td>
<td>36,811</td>
</tr>
<tr>
<td>Group study room reservations (total hours used)</td>
<td>120,941</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workstation usage in the library</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharos workstations sessions (for Learning Commons and Productivity Center)</td>
<td>127,219</td>
</tr>
<tr>
<td>Pharos workstations minutes used (for Learning Commons and Productivity Center)</td>
<td>12,219,641</td>
</tr>
<tr>
<td>24/7 lab, 4th, 5th &amp; 6th floor computer sessions</td>
<td>169,810</td>
</tr>
<tr>
<td>24/7 lab, 4th, 5th &amp; 6th floor computer minutes used</td>
<td>9,086,626</td>
</tr>
<tr>
<td>Number of public service workstations</td>
<td>280</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tech Help Desk statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Help desk number of questions answered**</td>
<td>4,705</td>
</tr>
</tbody>
</table>

* Library website page views are being tracked differently this year. In prior years the free program Trace Watch was used to track statistics and starting in July 2012, Google Analytics was integrated in all the pages. These two programs track statistics differently: Trace Watch, because it is tracked at the server level rather than through a JavaScript code like Google Analytics, is more accurate for the number of unique page views and visitors to the site. Trace Watch, however, only tracks unique page views, whereas Google Analytics tracks all page views. The Google Analytics number has been referenced in the statistics above, because a user could conceivably intend to go back to a library page, or revisit a page twice to find what s/he is looking for. Additionally, Xerxes database and results page views were not previously included in the website statistics. The Google Analytics tracking code was implemented into Xerxes in April 2013. Next year this number should spike considerably with the inclusion of a full year of data. These statistics were included because the user may not be aware that s/he is leaving the library website when searching for resources in Xerxes. In April 2013 the Google Analytics tracking code was also implemented in SpringShare services LibGuides and LibAnswers. Hits to administration and login pages have been suppressed from these statistics and these numbers should only represent the views of LibGuides, LibAnswers and the search pages/landing pages for both of these services. These statistics were included for the same reason as the decision to include Xerxes statistics: the users are likely unaware that they are leaving the library website.

** The hours for the Tech Help Desk were as follows: **Fall 2012**: Monday-Thursday 11:00am-9:00pm, Friday 11:00am-1:00pm, 3:00pm-5:00pm; **Winter 2013**: Monday 11:00a-9:00pm, Tuesday & Thursday 10:00am-9:00pm, Wednesday 11:00am-9:00pm, Friday 11:00am-1:00pm, 3:00pm-5:00pm; **Spring 2013**: Monday11:00am-9:00pm, Tuesday-Thursday 10:00am-9:00pm, Friday 11:00am-1:00pm, 3:00pm-.5:00pm**
Library Usage Project Implementation
In coordination with the Head of Public Services and the Coordinator of Reference and Instruction, the Digital Initiatives Librarian implemented the practices and workflows for collecting data on student usage of library services. As part of this project, data is collected at the individual student ID level on usage of library services including service desk usage (Research Help Desk, Information Desk, Tech Help Desk, Circulation Desk, Special Collections, and the W.K. Kellogg Arabian Horse Library), in-class instruction and workshop attendance reports, group study reservations, usage of e-resources by off-campus students, circulation statistics on materials checked out and renewed, document delivery reports, and library workstation logins. This data is being used as part of a larger pilot project with the CSU system to assess the impact of library services on GPAs, graduation and persistence rates.

Digital Signage Expansions Project
As of August 2012, digital signage was displayed on one flat screen monitor in the lobby of the library. Starting in August and in September, more monitors were populated with content, including the two flat screen monitors located at the entrance to the library on the 2nd floor. These screens feature tutorials on library services and a collection of feeds with news of activities on campus, pictures of the day from the university photographer, weather forecasts, library events, and the Pharos computer queue feed for library workstations in the Productivity Center and the Learning Commons. Additionally, a digital signage policy was authored and approved by the Library Office in September 2012. With assistance from the Head of Public Services, the library also began sharing advertisements with the Bronco Student Center.

Team Growth
The Systems Group grew by 50% with the addition of the Digital Initiatives Librarian, Suzanna Conrad. Additionally, the Systems Group is hosting a student intern from Florida State University, who is attending graduate school in Library and Information Science. The Systems Intern is assisting with multimedia projects. As part of the President’s Research, Scholarship, and Creative Activities (RSCA) project, the Systems Group was also able to hire a part-time student research assistant.

Public Computers
The Systems Group manages the inventory of computers in the library and coordinates the purchase and installation of replacement and new computers.

Computer refresh projects
Computer refresh projects are planned for Summer 2013, including a refresh of all computers in the 24/7 lab and in the Learning Commons and the Productivity Center.

Inventory
The library is now required to complete a yearly inventory of all electronic devices. This inventory was completed in December 2012.
Integrated Library System (ILS) Project

Sierra Launch with Pre- and Post-Migrations
When the Library’s integrated library system (ILS) product, Millennium by Innovative, could not upgrade from Release 2009 to Release 2011 due to server hardware limitations in the 2011 release, the upgrade path for the server hardware had to be determined. Innovative had also announced a new ILS product in 2011. Sierra, the new product, is designed in accordance with modern software architecture and the University Library was given an early adaptor’s incentive package as part of the contract. After a lengthy consultation period with I&IT Systems, a cloud service model was adopted where Innovate hosts the ILS server for the Library. In order to upgrade to the hosted Sierra environment, 1) Millennium had to be upgraded to an Innovative hosted server, 2) the Millennium software had to be upgraded to Release 2011, and 3) migration to Sierra had to occur.

To minimize the impact of services to patrons such as the Library Catalog, eResources access authentication, and circulation functions, the upgrade phases were scheduled during quarter breaks in coordination with Innovative and I&IT Systems. Library staff started the preparation of migrating Millennium to a hosted environment in Fall 2012 and completed steps 1 and 2 in December 2012 and January 2013. The final step of migrating to Sierra was completed on April 1, 2013. Sierra underwent two minor upgrades since then. Sierra also provides some additional services such as mobile catalog, RSS Feeds of library collections, and improved accessibility of Library Catalog web pages.

AirPac Launch Project
A mobile version of the online catalog was launched in May 2013. A screenshot of this version of the online catalog is below:
This catalog provides the same functions and features as the online catalog in a mobile-friendly version that is optimized for the screen size of the device used. This mobile catalog was linked to the Library mobile website in May 2013 and advertised on the Library website starting in June 2013.

**Open Source ILS Investigations**
The ILS Working Group was established in Fall 2012 to investigate the feasibility of an open source integrated library system to replace the current proprietary system (then Millennium, now Sierra) from Innovative Interfaces. The working group convened regularly in the Fall and Winter quarters and conducted interviews with all library departments to map out the system requirements for a potential new system. After gathering the requirements, the group assessed the viability of currently available open source systems. Then interviews were conducted with academic institutions using these systems and a vendor call was scheduled to try to assess potential gaps between systems. Additionally, two group members presented at a Council of Library Directors (COLD) meeting in April 2013 on the project. Because of the current limitations with open source systems in production and interest on the part of the Chancellor’s Office to investigate unified library management systems, the group decided to revisit discussions during the academic year 2013-14.

**Deactivation of Encore**
Encore, a discovery layer from Innovative Interfaces, was deactivated and removed from the website in March 2013. This removal resulted in cost savings for the software license, staff time savings for managing backups, and a move to all ILS systems being hosted on virtual servers.

**Website & Mobile Platforms Projects**

**Library Mobile Website Launch**
A new Library mobile website authored with the jQuery Mobile Framework was launched in October 2012. During the 2012-2013 academic year, 53,417 page views were recorded of Library websites on mobile devices.

**Responsive Design Investigations**
Responsive websites are websites that shrink or expand to fit the device they are accessed from. The Systems Group began testing different techniques to make the website responsive over the academic year including modifying the CSS files and also using a software called Bootstrap.

**Upcoming Content Management System / Possible Redesign**
The campus new website which is powered by a content management system was recently launched. The Library has been targeted for phase two of the redesign/content management system launch, planning for which should begin in July and August 2013.

Since April 2013 there were over 316,000 Xerxes page views.
New Projects

The Systems Group embarked on a number of new projects, some in partnership with other departments and colleges on campus.

OneSearch Survey and Subsequent Launch

The discovery layer Summon from vendor Serial Solutions was acquired by the Chancellor’s Office for CSU campuses to purchase and implement alongside the Chancellor’s Office developed Xerxes interface. This discovery layer allows students to search for articles from databases and catalog results in the same search results. In October and November 2012, a survey was conducted to collect student feedback on the search capabilities to determine when and if Cal Poly Pomona should launch the new Summon/Xerxes interface. 565 responses were received over the course of the two months, which were overwhelmingly positive. The newly branded “OneSearch” was launched in October 2012 and has received positive reviews overall from students, faculty, and staff.

President’s Research, Scholarship, and Creative Activities Grant (PRSCA)

A PRSCA grant for $7,155 was awarded for the project “Effectiveness of Resource Discovery on University Library Mobile Sites.” As part of this project, a student research assistant was hired to assist with the multiple phases of research. In February and March 2013, an online survey was administered to gain insights on Cal Poly Pomona students’ usage of mobile and tablet services and to determine what library services they were interested in seeing represented on mobile devices and tablets. A total of 292 responses were received to the survey. After the survey was conducted, the Systems Group rated and reviewed mobile websites from other libraries to determine the usability of those sites according to the tasks students expressed interest in on the survey. The top sites from this evaluation were tested in student usability testing groups in May 2013. This project will continue through September 2013 with final usability testing groups who will test Cal Poly Pomona Library’s mobile site. The human subject research for this project has been approved under IRB protocol #13-002.

Institutional Repository Progress

The Digital Initiatives Librarian served on a CSU-wide institutional repository subcommittee for the System-Wide Technology Initiatives Management (STIM) Committee. In a report prepared for COLD, the committee compiled recommendations for software alternatives for a system-wide institutional repository and collected experiences and staffing situations from other CSUs with institutional repositories. Participation in this committee was helpful for Cal Poly Pomona due to the lessons learned from other institutions. Additionally, an institutional repository was included as a part of a STEM Scholars project Title III grant submitted to the Department of Education on June 3, 2013. Additionally, the STEP Program has generously offered funding to the University Library to begin an institutional repository to house learning objects and undergraduate research starting in July 2013. The Library is actively working on partnerships with departments, colleges, and committees to establish relationships that would be valuable for the eventual launch of an institutional repository.
Online Archive of California (OAC) Administration
Both Special Collections and the W.K. Kellogg Arabian Horse Library entered an agreement with the Online Archive of California to disseminate finding aids via the Online Archive of California’s portal. As part of this project, the Systems Group worked with both departments and the California Digital Library to set up an Archivist’s Toolkit instance, implement Google Analytics codes in the collections, and to assist with initial uploads of the first finding aids.

The Library website had over 2,000,000 page views and the Library website had over 8,000,000 page views.
The W.K. Kellogg Arabian Horse Library is our nation’s largest public collection of Arabian horse materials and the only special collection of its kind in the CSU system. This year, we celebrated our first anniversary in the new space, and have seen a great influx of donations, visitors, and researchers. We have also begun purchasing materials out of our collection development budget, as well as replenished much of our preservation supplies. Our staff works in concert with all other divisions of the library to provide first-rate service to our patrons and guarantee the highest standards are kept in our monograph, serial, periodical, and archival collections.

The vestibule of the W.K. Kellogg Arabian Horse Library is an ever-changing scene populated with researchers, students, faculty, volunteers, staff, writers, prospective students, and visitors just dropping in to check out what Cal Poly Pomona has to offer. We had 8,156 visitors this year, including 29 groups of researchers, who investigated topics such as the famous Kellogg Arabian King John (who was the model for the horse in Walt Disney’s Snow White and the Seven Dwarfs), Arabian horse breeding in nineteenth-century India, the history of the Cal Poly Arabians, and many pedigree searches. The Library hosted two library school students (Paul Hottinger and Stephanie Gritz) from San José State University in the summer and fall, and continues fostering relationships with local library schools. We had a student volunteer (Veronica Chan) for a quarter, and we have been fortunate to have the daughter of former CPP President Kramer volunteering for us since last June.

This year, we had a steady stream of events and talks, hosting at least one per quarter, which is helping us gradually widen our user base and gain more outside support. Our most popular talk was held during National Library Week by Amy Kramer, daughter of former Cal Poly Pomona President, Robert C. Kramer, on how she re-connected to her childhood living on campus through volunteering at the W.K. Kellogg Arabian Horse Library. We created various displays which have coordinated with the events and talks as well as highlighted our important donations. Our artwork is on a rotating schedule in order to preserve the materials as well as showcase the diversity in our collection. We have also been contributing to the new digital signage in the library, providing campus, Kellogg, and Arabian horse facts for each month, as well as creating videos about our campus history.

Through continuous outreach and ramped-up publicity efforts, our Library has garnered a tremendous amount of donated materials (total value estimated at $32,000). These donations included archival materials, artwork, and more traditional library items (monographs, serials and periodicals) from Arabian horse enthusiasts nation-wide.

The Staff of the W.K. Kellogg Arabian Horse Library actively participates in University-wide programs and initiatives, as well as takes leadership roles in Library-wide committees (for example, Caryn Romo joined the Access & disAbility Alliance, and Katherine Staab plays a part in committees such as Find Your Balance and the Staff Council).
Our staff continues to seek out education in the areas of Arabian horses, archive management, and rare book care. Katherine Staab attended the Western Archives Institute, an intensive training program for archivists, in July of 2012. We have become a contributing library to the Online Archive of California, and have installed Archivists Toolkit on all staff computers. We are also working towards a digitization project with the Digital Initiatives Librarian, Suzanna Conrad. Caryn Romo continues to inventory, evaluate, and remove duplicates from the periodical collection, and Louana Tipton completed the inventory of a collection of negatives and photographs from the Kellogg Ranch. In the coming year, the W.K. Kellogg Arabian Horse Library staff will continue to evaluate and sort our newly donated materials, and continue to inventory materials in our archives. We have been in the process of creating finding aids for our archival collections in order to have them appear in the Online Archive of California. This will help make our unique collection visible to the world.

**Significant Statistics, Donations, Events, Projects, Achievements, Campus and Community Involvement for 2012-13**

**Significant Stats**

- **8,156** Visitors
  - (Average of **679.67** visitors per month)
- **5,730** Catalogued Items
- **1,086** Website Hits
  - (Average of **90.5** website hits per month)
- **517.5** Volunteer/Intern Hours Logged
  - (Average of **43.13** volunteer/intern hours per month)
- **302** Reference Questions Answered
  - (Average of **25.17** questions answered per month)
- **247** Items Used In-House
  - (Average of **35.29** items used per month)
- **232** Facebook Likes
- **29** Groups of Researchers
  - (Average of **2.42** researchers per month)
Donor Relations

- Total In-Kind Donations Received
  - $32,000 in estimated value (95 linear feet)
- July 2012
  - Katherine Staab met with Paul Husband
- November 2012
  - Received artwork donation from Betty Ortiz
- December 2012
  - Retrieved archival items from W.K. Kellogg Arabian Horse Center
  - Received donation of Khemosabi materials from Paul Husband
- January 2013
  - Received additional artwork donation from Betty Ortiz
  - Received donation of Arabian horse publications from Richard Patterson
- February 2013
  - Received artwork and monograph donations from Barbara Bean
  - Received artwork donation from Russ and Louann Mawby
- April 2013
  - Received monograph, serial, and periodical donations from Chris Matthews

Talks/Events/Displays

- September 2012
  - Then & Now display
- October 2012
  - Katherine Staab visited Kellogg Foundation, Battle Creek, MI
- November 2012
  - Memorial for Mike Villaseñor hosted in W.K. Kellogg Arabian Horse Library
- January 2013
  - Friends Event/Show-and-Tell talk by Paul Hottinger: A Glimpse into Horse Racing
  - A Glimpse into Horse Racing display
  - Khemosabi’s Kellogg Connection display
Framed artwork delivered and hung

- **February 2013**
  - One Year Anniversary of new W.K. Kellogg Arabian Horse Library space
  - Katherine Staab and Caryn Romo attended *58th Annual Scottsdale Arabian Horse Show*

- **March 2013**
  - CPP Student Research Conference hosted in W.K. Kellogg AH Library

- **April 2013**
  - Talk by Amy Kramer: *Reconnecting Through the Library: My Story of the Kellogg Arabians, Featuring Tezadi*
  - *Tezadi Display*

- **June 2013**
  - *History of the Arabian Horse Library* display
  - *Celebrity Arabian Horse Breeders* display

Amy Kramer, daughter of former CPP President Robert Kramer, gives a National Library Week talk: *Reconnecting Through the Library: My Story of the Kellogg Arabians, Featuring Tezadi*, April 2013.
Significant Projects

- **July 2012**
  - Printing and disbursement of W.K. Kellogg Arabian Horse Library brochure
    (Katherine Staab with Deanna Stewart)

- **August 2012**
  - Louana Tipton and Caryn Romo created new codes in Millennium for Oversized and Display items
  - Katherine Staab wrote review of *Horses and History*

- **October 2012**
  - Began tracking in-house use statistics

- **November 2012**
  - Gift cataloguing changes (to be reflected in item record)

- **December 2012**
  - Became a contributing library to the Online Archive of California

- **January 2013**
  - Collaborated with Collins College on name for new sparkling rosé wine: Rossana

- **February 2013**
  - Began ordering periodicals to be added to collection

- **March 2013**
  - Created W.K. Kellogg Arabian Horse Library YouTube Channel
  - Began purchasing monographs to be added to the collection

- **April 2013**
  - Sent out periodicals to be bound

- **June 2013**
  - Completed transcription of inventory of archival Kellogg Ranch negatives and photographs (Louana Tipton)
Staff Development/Training

- July 2012
  - Katherine Staab attended Western Archives Institute
  - Katherine Staab and Caryn Romo attended/co-taught Book Repair Training with Marsha Lange for volunteers/interns
  - Interns, volunteers, and staff learned Mylar encapsulation for paper documents and the creation of archival boxes for fragile books

- August 2012
  - Women’s Self Defense Classes

- September 2012
  - Professional Development Trail Ride with interns/volunteers

- February 2013
  - Staff Development Hours (topics: Arabian Horse Colors and Markings; Horse Show Basics)

University-Wide and Community Involvement

- Katherine Staab
  - Cal Poly Pomona Committees
    - Staff Council
      - Member, 2012 Staff Appreciation Day Variety Show Committee
      - Presenter, 2012 Management and Staff Emeritus Awards
      - Co-Chair, 2013 Outstanding Staff Award Committee
    - Co-Chair, 2012 University Library Annual Retreat
    - Find Your Balance Campus Campaign
  - Professional Organizations and Committees
    - Society of California Archivists (SCA)
    - Special Libraries Association (SLA)
    - California Academic Librarians in Management (CALM), California Academic Reference Librarians (CARL) Interest Group
    - Inland Empire Libraries Disaster Relief Network (IELDRN)
• Caryn Romo
  o Cal Poly Pomona Committees
    ▪ Ability Ally Training
    ▪ 2013 University Library Summer Pot-Luck

Visiting the new foals at the W.K. Kellogg Arabian Horse Center: volunteer Amy Kramer and library school interns Paul Hottinger and Stephanie Gritz, July 2012

**Ongoing and Future Plans**

• Seeking out funding for future digitization projects
• Inventorying, assessing, arranging, and describing archival collection
• Rehousing photograph and negative collection
• Creating finding aids for archival collections to be hosted by Online Archive of California
• Continuing professional development
• Topics to include:
  o Arrangement and description of archives
  o Creating finding aids in Archivists Toolkit
  o Basic horse facts and care
  o History of the Arabian horse
  o Mr. Kellogg and Cal Poly Pomona campus history
Special Collections has rare and unusual artifacts, library materials, and distinctive and topical collections that enhance the University's cultural and intellectual life.

We house the University Archives, the Wine and Wine Industry Collection, the First Edition Collection, the John Gill Modern Poetry Collection, and other library collections and rare materials needing specialized care. We are open to the campus and general public.

We have many items relating to campus history. Also available are books on local history, rare and valuable books on botany, mycology, art and architecture. The archive of the Academic Senate and the archive of the student underground newspaper Low are also kept in the Special Collections room. See our page of Collection Descriptions (http://www.csupomona.edu/~library/specialcollections/collections.html) for more detail. We have placed some of our holdings online in our Gallery (http://www.csupomona.edu/~library/specialcollections/gallery.html).

Highlights of new collections include additional files for the Virginia Hamilton Adair Collection, and the Hilda Solis Collection.
**75th Anniversary Participation**
Special Collections is playing a pivotal role in the campus’ preparation for its 75th anniversary. We are assisting several on-campus researchers looking into the campus’ history and in many cases providing scans of relevant photos and documents.

Special Collections’ staff is currently working on a 12 display case exhibit of campus history in the theme of the campus’ 75th Anniversary, “Tales from the Archives: 75 Years of Cal Poly Pomona On-Campus History.”

**Use of Collection by Classes**
We continue to provide access to primary source materials and related archives in support of the curriculum as needed. Some of the courses we’ve had contact with include: ART 452: Graphic Design III; HST 300: History Methods, HST 391: Introduction to Public and Applied History; and EGR 100L: Engineering, Society and You.

**The 27th Annual Golden Leaves Event**
17 members of the campus community (faculty, staff, students, alumni, and retirees) who authored or edited a book were recognized during the Annual Golden Leaves event in April.

A complete list of the 2012-2013 recipients can be viewed at the Golden Leaves website: http://www.csupomona.edu/~library/specialcollections/goldenleaves/currentexhibit.html.

Dean Ray Wang presents Dr. Norman Nise, emeritus in Engineering, with his fourth Golden Leaves award for his book which has been translated into multiple languages and is used in engineering education worldwide.
Library faculty activities range from teaching instruction sessions dealing with research methods and resources, face-to-face appointments with students or faculty, handling research queries, managing the assessment of library collection in support of accreditation needs for academic departments, participating in peer reviewed publications, developing online tutorials and library guides, presenting at conferences, workshops, professional organizations, etc., and partnering with the surrounding community.

Following are the faculty activities for 2012-13 by categories as designated on the College Annual Report form.

1. Instruction Innovations
(Relate only to library instruction sessions taught during the ACADEMIC year, July 1, 2012 through June 30, 2013, that implemented new teaching techniques or pedagogy, including use of technology, etc.)

Suzanna Conrad
- Taught two instructional sessions: one was co-taught with Wendolyn Vermeer for ENG 103 and one taught alone for MU 419. During both of these sessions I created exercises using actual hands-on class interactions where the students would have a Google Forms quiz in which they would find resources in the library, learn about citation, or learn to think more critically about finding quality resources. I found that using a medium such as Google Forms makes it easier to assess how well they understand the material presented.
James Koga

- **BIO 121L** - In the Spring of 2013, the teaching of the BIO 121 Lab sessions on Library use was shifted from teaching by a Librarian to having it taught by the Teaching Assistants who normally teach all of the lab sessions. Over the years, I had revised the lab exercise to contain hints that eliminated much of the guesswork that students are prone to (even after witnessing a demonstration). The exercise is also supported by an extensive and matching Library Research Guide and I also constructed a guide for the TAs teaching this class.
  
  - This teaching activity had been a strain on our human resources, since the sessions were quite long (2.5 hours each), and there can have as many as eight sessions per quarter, clustered in two days, calling for the involvement of three Librarians. Since it consisted of a demonstration of routine mechanical aspects of use of the library website, and then assisting students in completion of the lab exercise (dealing with those routine aspects) this was a welcome reallocation of Librarians’ time and resources to more productive and challenging activities.

- **FN 228** - This is the first full year in which I have a count for the use for the Guide for FN 228: Food and Culture. This guide is intended to fully replace an instruction session, since this is an online course. From July 1, 2012 to May 8, 2013 there were 1,683 views, which I consider a successful use of a web guide for library instruction.

Julie Shen

- Taught over 30 library instruction sessions, including the following:
  
  - Co-taught two hands-on sessions on iPads as learning tool for a USDA grant-funded leadership program in the College of Agriculture.
  
  - Implemented self-paced tutorials using Microsoft’s new Skydrive service in AMM 357 and MHR 452.

  - Used iClickers to gauge student knowledge in BUS 112, a freshman-level course for business majors.

- Created 18 new research guides (“LibGuides”) for courses in AMM, BUS, CIS, FRL, HRT, MHR, as well as a food marketing research program supported by a USDA grant. These research guides are incorporated into Blackboard, our campus’ LMS, for ease of access.

- Contributed three FAQs and 18 private answers to the LibAnswers database, a learner-centered resource.
Christy Stevens
• Used Google forms to create in-class activities designed to assess student learning, such as students’ ability to find a scholarly peer-reviewed journal article that is relevant to their topic.

• Supplemented face-to-face instruction sessions with online research guides that include links to library resources, embedded videos on how to conduct research, etc.
• Experimented with the polling feature in our Research Guides platform to get instant feedback from students in the class.

• Designed PowerPoint presentations that use images rather than text in order to grab students’ attention and provide visual cues that reinforce the things that I’m talking about, thereby enhancing learning.

• Used classroom control software to push URLs to all students in the class and to occasionally take over their computers with my own in order to eliminate the temptation to surf the web rather than focus on the topics at hand.

• Updated library tutorials, which are designed to meet the library instruction needs of students and faculty 24/7, at the point of need.

Wendolyn Vermeer
• iPad Library Workshop (co-taught with Julie Shen), December 2012 and April 2013.

• Used iPads to demonstrate selective apps useful in research (Mendeley, EasyBib), study (StudyBlue), productivity (Evernote), and mobile versions of library research databases.

• ENG 103 Library Instruction (co-taught with Suzanna Conrad), January 2013.

• Employed a jquery drag-and-drop activity to reinforce concepts about parts of an MLA citation, and proper MLA citation style.

2. Research, Scholarship, and Creative Activities
(Relate only to work completed during the calendar year January 1, 2012 through December 31, 2012)

a. Externally peer reviewed, critiqued, juried, and/or judged


• Shen, Julie. Journal of East-West Thought (a peer-reviewed publication), Assistant Editor.


b. NOT externally peer reviewed, critiqued, juried, or judged

Suzanne Conrad
• Principal Investigator, “Effectiveness of Resource Discovery on University Library Mobile Sites.” Funded by a Kellogg Presidential RSCA mini-grant of $2,205 plus $4,950 for a student supplement.

• Peer Reviewer, The Library Quarterly, October 2012.


James Koga
• Publications/Websites:
  o Aquarium Cycling with Household Ammonia, revised 2012 http://www.csupomona.edu/~jskoga/Aquariums/Ammonia.html
  o Coastal Sage Scrub Links, revised 2012 http://www.csupomona.edu/~jskoga/sagescrub/
  o Do It Yourself Bucket Drip Irrigation, revised 2012 http://www.csupomona.edu/~jskoga/dripirrigation/
  o Furu, the Fermented Tofu, revised 2012 http://www.csupomona.edu/~jskoga/fermentedtofu/index.html
Ann Morgan
- Kellogg Legacy Grant for *Web of Science*, renewed for second year, $65,000

Donald Page

Julie Shen
- Proposal to create a speaker series on information, technology, and lifelong learning during AY2012-13 submitted and accepted by the La Bounty Endowed Chair for
Interdisciplinary Knowledge. Two out of four speaker visits place during Fall 2012: STEM education advocate and Northrup Grumman executive, Frank Flores, and Khan Academy founder, Sal Khan.

3. Presentations at Professional Conferences
(Relates only to work completed during the calendar year, January 1, 2012 to December 31, 2012)

a. Local/Regional

Julie Shen
- CSU Symposium poster presentation on information literacy across the disciplines, April 2012.

b. National

Suzanna Conrad

Emma Gibson
- Presentation on Open Educational Resources at the ACRL Conference in Indianapolis, April 2013.

4. Professional Development Activities
(Relate only to work completed during the academic year July 1, 2012 through June 30, 2013)

Danette Cook-Adamson
- Webinar: Copyright. September 2012
- Webinar: E-Books, pt. 1, February 2013
- Webinar: Integrating iPads and Tablet Computers, Part 1, March 2013
- Webinar: Integrating iPads and Tablet Computers Part 2, March 2013
- Basics of Archives workshop in Santa Ana, CA, March 2013
- Cal State Online workshop on the 8th floor of the CLA, March 2013
- Presentation by Natalie Zagami on “From Printing Presses to E-Books”, April 2013
- Presentation by Amy Kramer at the Arabian Horse Library, April 2013
- Poetry reading in the Special Events room, April 2013
Suzanna Conrad

- Webinar: Organizational Storytelling for Librarians, August 2012
- New Faculty Orientation, September 2012
- Webinar: Copyright Law and Fair Use for Librarians, September 2012
- Webinar: Axis TV Webinar on new digital signage user interface, September 2012
- Streaming: Data Curation Symposium Online from Purdue University, September 2012
- Webinar: Institutional Repository Management Models that Support Faculty Research Dissemination, October 2012
- Library 2.012 Conference (virtual), October 2012
- California Academic Librarians in Management (CALM) group meeting, October 2012
- “Impressive Presentations” with Dr. Victoria Bhavsar, October 2012
- Safe Zone Ally Training, October 2012
- Webinar: The Repository Today: A Necessary Campus Investment, October 2012
- California Library Association Annual Conference, November 2012
- Webinar: A Tour of bepress Digital Commons: Successful IRs in Action, November 2012
- Webinar: Cloud Computing for Librarians, November 2012
- Webinar: Communicating through Infographics, November 2012
- Webinar: Serving Students and Faculty with Open-Access Textbooks, December 2012
- California Academic Librarians in Management (CALM) group meeting, December 2012
- Webinar: Web Analytics, CARLIT-IG, December 2012
- Webinar: Building an Outstanding Student Research Journal in the IR, February 2013
- Webinar: Purchasing eBooks for your Library, February 2013
- Seminar: Teaching the Way the Mind Works, February 2013
- Judge for the first SRC student research presentations, March 2013
- Webinar: Library Instruction using Mobile Devices and Apps, March 2013
- Webinar: How to Fail at Social Media, March 2013
• Webinar: The Biodiversity Heritage Library: A Collaborative Approach to Curating
  the World’s Legacy Biodiversity Literature, ACRL Digital Curation Interest Group,
  March 2013
• CSUN Symposium: Revolution of Knowledge: The Digital Order of Things, April
  2013
• PolyTeach Symposium, April 2013
• Webinar: Creation of an In-House DMP Tool at the University of Houston Libraries,
  ACRL Digital Curation Interest Group, April 2013
• Ability Ally Training, May 2013
• Webinar: The Library in the LMS: More than Tools!, May 2013
• Webinar: The Accessible Website, June 2013

Emma Gibson
• Webinar: Sierra Update, July 2012
• Webinar: ALS$, August 2012
• Webinar: SB1440 for CSU Advisors, September 2012
• Webinar: Copyright, September 2012
• How to Make an Impressive Presentation workshop, October 2012
• Webinar: The Repository Today - A Necessary Campus Investment, October 2012
• Webinar: Cloud Computing for Librarians, November 2012
• Webinar: Xerxes, November 2012
• Building Bridges: Academic Reference Services in the Community (CARLDIG),
  November 2012
• Webinar: Literati by Credo for Academic Libraries, December 2012
• CARL CALM Interest Group workshop, December 2012
• Webinar: Flipped Classroom, December 2012
• Webinar: ALS$ Rent Digital, December 2012
• Webinar: WorldReader @ Library 2.0, January 2013
• Webcast: Embracing the Opportunities BYOD in Higher Education, January 2013
• Avoided Plagiarism workshop, January 2013
• CSU Moodle CIG meeting, February 2013
• Webinar: Countdown to OCLC WorldShare InterLibrary Loan, February 2013
• Webinar: ebooks and Libraries, February 2013
• Webinar: Lexis/Nexis Academic, February 2013
• Webinar: Lending ebooks Readers, February 2013
• 2nd Annual ALS Workshop (at Chancellor’s Office), March 3 and 4, 2013
• Backstage Library Works demonstration by Becca Wiederhold (representative), March 2013
• Webinar: Integrating iPads and Tablet Computers into Library Services, March 14 and 21, 2013
• Webinar: Institutional Repositories, April 2013
• ACRL Conference in Indianapolis (presenter), April 2013
• The Library of the Future meeting, April 2013
• New CPP website meeting, May 2013
• Tiffany Shlain’s presentation, May 2013
• Ability Ally training, May 2013

James Koga
• Introduction to EndNoteWeb (Online Video Training), May 2013
• Online DisABILITY Awareness Training, March 2013
• Webinar: How to Fail at Social Media March 2013
• Webinar: Xerxes Monthly Meeting, September, October, November, 2012 January-June 2013
• PZ Meyers (Univ of Minn) Genetics and Evolution presentation, UC Riverside, May 2013.
• Temple Grandin presentation, UCR, May 2013

Ann Morgan
• Vendor rep meeting: George Plosker, IEEE, July 2012
• Vendor rep meeting: Jason Chabak, Springer, July 2012
• Vendor rep meeting: Kristen Becker, Serials Solutions (Summon, 360 Counter), July 2012
• Vendor rep meeting: John Lloyd, IET, October 2012
• Vendor rep meeting: Sam Williams, EBSCO, October 2012

• Webinar: EBSCO ebooks and DDA (Demand Driven Acquisition) with Yankee Book Publisher (YBP), November 2012

• Webinar: National Geographic archive (GALE), February 2013

• Vendor rep meeting: Neil Sorenson, Ebrary/ProQuest, February 2013

• Vendor rep meeting: Kristen Becker, Brad Roades, Karen Bosserman, ProQuest, February 2013

• SEAL-South (all-day) program at CSU Long Beach, Future Forward: Library Innovations in STEM and Beyond, March 2013

• Google Drive Workshop, April 2013

• Vendor rep meeting, Suzanne Kapusta, Yankee Book Publisher (YBP), May 2013

• Attend ASEE Annual Conference, Jun 23-26, 2013 (American Society for Engineering Education)

Donald Page

• Workshop: The Truth About Time Management, October 2012.

• Webinar: Cloud Computing For Librarians: November 2012

• Workshop: How to reuse multimedia without violating copyrighting laws, November 2012.


• Workshop: Teaching the Way the Mind Works by special guest Dr. Linda Nilson, February 2013.


• Workshop: Califa e-Book Project - Innovation at the Library, June 2013.
Julie Shen
- Webinar: Checkpoint database, October 2012.
- Webinar: Data visualization by the Association of College & Research Libraries, April 2013.
- Webinar: Storytelling in UX design by O’Reilly, April 2013.
- Training for Ability Allies at Cal Poly Pomona, May 2013.

Christy Stevens
- American Library Association Midwinter Conference, Seattle, WA, January 25-17, 2013
- Faculty Center sponsored Teaching the Way the Mind Works workshop, February 2013.
- Webinar, Integrating iPads and Tablets into Library Services, March 14 and 21, 2013

Wendolyn Vermeer
- Webinar: Conflict: Discerning a Path Through the Differences, September 2012
- Webinar: Copyright in Academia, September 2012
- Webinar: Power Searching with Google, September 2012
- California Academic Libraries in Management (CALM) Meeting, October 2012
- Southern California Innovative Users Group Annual Meeting, October 2012
• Southern California Technical Processes Group (SCTPG) Workshop: Describing Archives, October 2012
• Webinar: Libraries and Cloud Computing, November 2012
• CALM Meeting, November 2012
• Webinar: Creating a Culture of Innovation in your Library and Community, January 2013
• Webinar: ebook Lending, Part I, February 2013
• Webinar: ebook Lending, Part II, February 2013
• Faculty Center Program: Linda Nilson: Teaching the Way the Mind Works, February 2013
• Webinar: Transitioning From Cataloging To Creating Metadata, February 2013
• LaBounty Speaker Series: Clay Johnson, The Information Diet, March 2013
• SCTPG Workshop: RDA Serials Cataloging, March 2013
• Webinar: Care and Feeding of Maps: Tips for Managing Your Map Collection, March 2013
• Webinar: Hosting a Personal Digital Archiving Day Event, March 2013
• Webinar: How to Fail at Social Media, March 2013
• SCTPG Workshop: RDA Basics Cataloging, March 2013
• California Library Association (CLA) Spring Fling, March 2013
• Symposium: Revolution of Knowledge: the Digital Order of Things, April 2013
• Webinar: OCLC's ACRL Symposium (Collective Insight Series), April 2013
• Cal Poly Pomona PolyTeach, April 2013
• Webinar: The Present and Future of ebooks, April 2013
• Innovative Users Group (IUG) Annual Conference, April 2013
• Ability Ally Training, May 2013
Yvonne Zhang
- Power of cooperation at Webscale: OCLC and academic libraries, July 2012.
- Xerxes monthly meeting with David Walker, 8/21- present
- Webinar: Copyright, September 2012.
- Publishing with bepress Digital Commons, October 2012.
- OCLC WorldShare Metadata, October 2012.
- Webinar: Cloud technology, November 2012.
- Serials Solutions 360 Core webinar, December 2012.
- SoCal IT meeting at CSUF, January 2013.
- Web of knowledge workshop, January 2013.
- Digital Commons - bepress demo, March 2013.
- Backstage presentation, March 2013.
- Serial Solutions Training, April 2013.
- IUG Annual Conference at SF, April 23-26, 2013.

5. Service to the Campus and the Community
(Relate only to work completed during the academic year July 1, 2012 through June 30, 2013)

a. Committees (library, campus, community, or CSU)

Danette Cook-Adamson
- Professional Leave Committee – reviewed 54 professional leave packages
- The 75th Anniversary Committee
- Honorary Doctorate Committee
Suzanne Conrad

- Library Web Team

- Chair, ILS Working Group (“ILS” refers to the Integrated Library System, which is currently the software product Sierra and is used for many library functions)

- Chair, Digital Signage Committee (Library)

- Summon Discovery Tool Task Force (Library)

- Undergraduate Research Faculty Advisory Council (URFAC)

- Data Subcommittee of the Undergraduate Research Faculty Advisory Council (URFAC)

- Honorary Doctorate Committee

- Improve Classroom Experience (ICE) Committee

- CSU STIM Institutional Repositories SubGroup

Emma Gibson

- eText Pilot Committee

- LOFT Project Committee

- Disability Resource Center RTPC (chair)

- Hart Award Committee

- Budget Committee (Senate)

- University Council of Chairs

- Affordable Learning Initiative (ALI) Coordinator

- Academic Affairs Budget Council (AADBAC)

- Together We Read Committee (Pomona Public Library)

- MPP Review Committee for Dean Ray Wang (chair)

- Foothill Library Consortium

- ASI Student Advisory Committee

- Fee Advisory Committee
James Koga
- Library RTP Committee (Chair) 2012/2013
- Affordable Learning Initiative Team 2011-
- Library Web Team 2008 –
- Summon Implementation Team, 2012-

Ann Morgan
- University RTP Committee
  - Review RTP packages, write draft evaluations for my assigned group, attend meetings (weekly during Winter Quarter)
- CSU Collection Development Group
  - CPP contact for CSU subscription offers, respond to surveys and other requests for information, keep abreast of system wide collection issues and trends and share with colleagues
- Editor of Library newsletter *Check It Out @ the Cal Poly Pomona Library* (through Dec. 2012)
  - Wrote and edited articles, worked on publication layout, supervised staff
- MPP Review Committee for Ray Wang
- LOFT (Library of the Future) Task Force

Donald Page
- Elections & Procedures Committee
- Library Collections Planning Taskforce
- Collection Management Team
- Veterans Resources Group, March 2013-present.
Julie Shen
- Academic Senate (attended monthly meetings)
- Academic Senate Executive Committee (attended weekly meetings)
- Council on Faculty & Graduate Scholarship, formerly University Research Council (reviewed PRSCA and Teacher-Scholar proposals)
- Undergraduate Research Faculty Advisory Council (helped plan and execute first CPP Student Research Conference; reviewed KUSP and FuTURE proposals)
- Learning Communities Exploration Committee (attended bi-quarterly meetings, reviewed the research, findings, and final report)
- Taiwanese Student Association (faculty advisor)
- Asian Pacific Faculty Staff Student Association (webmaster and listserv admin, reviewed RMHC scholarship proposals)

Christy Stevens
- Member, CSU Council of Library Directors (COLD) Assessment Team, April 2012-present
- Member, General Education Committee, December 2012-June 2013.
- Member, First Year Experience Planning Committee, July 2011-present.
- Member, Affordable Learning Initiative, July 2011-present.
- Member, eLearning Advisory Board, 2010-present.
- Member, Accessible Technology Initiative (ATI) Access and Compliance Team (ACT), 2009-present.

Wendolyn Vermeer
- Faculty Affairs Committee, Member
- Dean Wang MPP Review Committee, Member
- Faculty Development Advisory Council, Member
- ILS Working Group, Member
Yvonne Zhang
- Served as a member of the University Academic Senate Academic Programs Committee, 2009- present
- Served as a member of the Library RTP Committee, 2009- present
- Co-Chair with Emma on Summon Implementation Task Force, July 2013- present
- Serve as a member of the LOFT Collection Team, 4/21-

b. Presentations/ Programs (library, campus, community, or CSU)

Danette Cook-Adamson
- Coordinated the 26th Annual Golden Leaves Program, April 2012
- Presented “Caring for your Family Photographs” Workshop, July 2012
- Presented “Queering the Pitch” presentation and included handouts to distribute, August 2012
- Presentation to Dr. Amanda Podany’s HST 300 class, October 2012
- Andrew Leung visited Special Collections to learn more about the Nadeau Winery, March 2013
- Student visited to photograph the Stanley Kubrick Collection, April 2013
- Children’s Center visit to Special Collections, April 2013

Suzanna Conrad
- “Finding Content for Reuse” workshop, November 2012.
- Presented information on the CBYX Exchange (Congress Bundestag Youth Exchange) Program at the Study Abroad Germany Information Session, International Center, November 2012.
- Presented on Cal Poly Pomona’s experience surveying students on their opinions of our new discovery service Summon, California State University, Fullerton, January 2013.
- “Using Google Drive to Save Documents & Collaborate with Classmates,” April 2013.
- Co-presenter at CSU COLD (Council of Library Deans) meeting on an investigation into open source ILS (integrated library systems) software, April 2013.
• Conrad, Suzanna & Bjorling, Amanda. (2012, December 6). “Campaigning for a Library Job: Maximizing Professional Development Opportunities to Differentiate Yourself from Other Applicants.” Presented online at an event for the Graduate School of Library and Information Science at University of Illinois, Urbana-Champaign.

Emma Gibson
• New Faculty Orientation, September 2012
• Presentation for staff in CLASS, July 2012
• Presentations to Academic Senate re: ALI and eText Pilot, September 2012 and June 2013
• Bibliography, “How To” workshops, February 7 and 28, 2013, April 2013
• QuickStart workshops, October 2012, May 2013
• Presentation to SPN 480 re: librarianship as a career, January 2013
• ALI presentation at CSU 2nd Annual AL$ meeting, March 2013

Ann Morgan
• Web of Science Workshops: March and April 2013

Donald Page
• Workshop: Veterans Day @ the Library, February 2013

Julie Shen
• Co-presenter at CSU COLD (Council of Library Deans) meeting on an investigation into open source ILS (integrated library systems) software, April 2013.

Christy Stevens
• Zotero workshop, January 2013

Wendolyn Vermeer
• Guest Lecturer, PCC Technical Services Course (LIB 104), March 21, 2013
• “Printing Presses to ebooks” lecture for National Library Week, April 15, 2013
Yvonne Zhang

- Gave presentations and trainings to BAS staff on RDA basics, May and June 2013

c. Service to the profession (committee member, chair, etc.)

Danette Cook-Adamson

- Attended IELDRN meeting at Honnold Mudd Library to discuss bringing IELDRN back to life, April 16, 2013

Suzanna Conrad

- Chair, Technology Interest Group, California Library Association, 2011-present

Ann Morgan

- Mentor MLIS candidate/staff member Paul Hottinger
  - Developed an ongoing tutorial program on engineering resources, met 1-2 times a month starting in November 2012.

  - Peer reviewer for 5 papers submitted by ELD members for publication in annual conference proceedings.

Christy Stevens

- Vice-Chair of the Association of College and Research Library’s (ACRL) Instruction Section (IS). This is an elected position in ACRL’s second largest section, with over 4,000 members. The IS Executive committee oversees the work of over 20 committees and task forces (http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/committees/committeecharges). July 1, 2012-June 30, 2013.

- ACRL Information Literacy Consultant, 2008-present

Wendolyn Vermeer

- Southern California Technical Processes Group (SCTPG), Program Chair

- Southern California Innovative Users Group Planning Committee, Chair, Member

Yvonne Zhang

- Served as a member of the SCIUG (Southern California Innovative Users Group) Executives Committee, 2007- present

- Participated as an invited guest at OCLC Global Council Meeting @ UCSD, October 2012