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Message from the Dean:

The core responsibility for the University is to provide a sophisticated range of library and information services for our students, faculty, and other community members in a welcoming learning centered environment.

We believe the Library should be a home away from home for students, faculty and staff. We also believe 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.

The next pages list some of our key achievements for 2011-2012.
KEY ACHIEVEMENTS:

- In consultation with eLearning, two new modules in Blackboard were developed (a research @ your library link on Blackboard’s homepage and a link to discipline related resources on the students’ course page)

- The gate count for 2011-12 recorded **1,153,935 visitors to the library** (2% increase)

- Circulation Stats and Use of the Library collections: **842,858** (12% increase)
  - 54,881 items were checked out at the Circulation Desk.
  - 14,355 items were used in-house
  - 19,546 items checked out from Reserve (11,637 of these were eReserve materials), 119% Increase due largely to our ALI efforts
  - 38,784 items were processed via Document Delivery or Link+, 7% increase
  - 658,052 full text articles were accessed via our databases
  - 52,240 ebook use sessions were recorded, usage almost doubled

- Over **1,817,215** searches were done in our databases (54% increase)

- Online tutorials, etc., were accessed **60,236** times (84% increase)
  - 9,409 hits on our tutorial pages
  - 47,562 hits to our online library guides -142% increase
  - 1,078 Online videos tours
  - 2,223 views of our tutorials via YouTube

- **49** workshops and presentations

- **149** Library Instruction sessions, reaching **5,536** students

- **93,425** ebooks items added to library catalog (56% increase)

- **2,356** monographs titles added to library catalog (417 were for the WKKAHIL)

- The advent of eLearning new newsletter

- **34,185** full text electronic resources links added to library catalog (42% increase)

- **1,057,625** Library website page views
• **2,739,624** Library catalog page views
• **502,331** searches in Library catalog
• **13,870** total research contacts, (research help desk, askNow, FAQ, and email, etc.)
• **3,230** tech help desk contacts
• WK Kellogg Arabian Horse Library opens
• Participated in Orientation Visits for new students
• Participated in BroncoFusion
• Instituted online reservation system for workstations in Learning Commons and Productivity Center
• instituted Reference analytics for collecting statistics at research help desk
• eLearning’s MERLOT building block
• National Library Week programs
• **75%** of the collection budget supports electronic resources, was 71% in 2010-11
• Librarians participated in over **270** activities in the areas of research and creative activities, presentations, professional development, and service to the campus and the community
• For first time in several years faculty from every college participated in the summer 2011 institute
• Affordable learning initiative (ALI) project
  o Along with eLearning and others at CPP the library has been spearheading these activities on campus. ALI provides resources for faculty so they are able to choose affordable and cost-effective textbooks and course materials for their classes.
Public Services

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

- Reference, Instruction, and Collection Services
  - Reference – Research help face to face at desk, by appointment, email, chat, or online
  - Instruction – Library and research instruction, face to face and online via tutorials and videos
  - Collections Management – Selects and acquires resources in support of the curriculum

- Special Collections – Houses the University Archives and distinctive collections
- WK Kellogg Arabian Horse Library – Houses Arabian horse materials

The Public Services Unit as well as the entire library supports the missions of the Library and the University by providing quality resources and services in support of the curriculum, assisting 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, circulation 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.

Future Projects

- Assessment: How does the Library contribute to students’ success in learning? Starting in Fall 2012 we will begin 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. No personal data will be collected.

- 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.

- Rethink Library Services and Roles:
  - Continue to take a tough look at our organization to see where cost savings can be obtained. We may have to combine some services or cut back on some to emphasize others.
  - Continue to look for ways to improve/change our services and revamp our roles in ways that do not require excessive funding – Innovation in times of limited resources.
  - We are well beyond “Doing more with less”. We must concentrate on “Doing things differently and more efficiently”.

- 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.
Following are the reports for the various departments in the Public Services Unit.

ACCESS SERVICES

Access Services primary function is to facilitate physical access of library materials through service points such as circulation desk, e-reserves, resource sharing using Link+, Document Delivery and by ensuring quick turnaround time for shelving of library materials. Other services provided by Access Services include: registering new patrons, collecting fees and fines, circulation overdue notices, and opening/closing the Library.

The primary functions of the Access Services unit include:
- Provide customer service to library patrons and library staff
- Circulation desk services
- Media/reserve services
- Stack management operations/automated book return on 1st floor
- Link+/document delivery services
- Financial transactions for patron fees/fines
- Concierge Desk
- Resolving patron complaints regarding noise or food in the library
- Assist patrons with disabilities
- Page materials from 1st floor compact shelving
- Assist patrons with print/copy questions
- During emergency evacuation we are responsible for logistic aspects, i.e., locking down elevators, making PA announcements, and leading patrons out and away from the building on 1st floor

Members of Access Services are also scheduled for the following:
- to serve as back up to the student assistants at the circulation desk
- to patrol all floors of the library to ensure no food is being consumed, noise control on 6th and 5th floor which are designated as the “quiet floors”, and to handle any patron related incidents.
• to check-in returned library materials from the drive-up book return near the information booth

Access Service Staff
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 and attend various meetings relating to their areas of expertise as listed below.

Staff Representation on Various Committees:
• Lucy Garza
  o Friends of the Library organizing group member
  o Welcome Back committee member
  o Bronco Fusion committee member
  o Sierra Product Presentation
• Larry Huizar
  o Building marshal alternate
• Leslie Jones
  o Affordable Learning Initiative member
  o Bronco Fusion committee member
  o Book Shop manager
  o Friends of the Library member
  o Friends of the Library presentation on Reserve/Book shop at Lunch & Learn
• Paul Hottinger
  o Library’s Web team member
  o AG 101 Library Instruction
  o ENG 105 Library Instruction
  o Friends of the Library presentation on Link+ and Document Delivery at Lunch & Learn
  o Research Help desk participant
  o Link+ regional meeting
  o 2012 Retreat Committee member
• Lorecel Gravino
  o 2012 Retreat Committee member

Staff Training/Workshops
• Emergency Procedures
• CPR training
• Dealing with difficult people
• Accurate Courier presentation/training
• Investigation and Prosecution of Stalking Cases
• Environmental Health & Safety Online courses
• Computer Reservation Training
• Web of Science Training
Gate Count Comparisons – Library Visitors

<table>
<thead>
<tr>
<th>Month</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>17,889.00</td>
<td>20,181.00</td>
</tr>
<tr>
<td>August</td>
<td>20,117.00</td>
<td>22,438.00</td>
</tr>
<tr>
<td>September</td>
<td>48,429.00</td>
<td>53,018.50</td>
</tr>
<tr>
<td>October</td>
<td>149,519.00</td>
<td>160,996.00</td>
</tr>
<tr>
<td>November</td>
<td>136,355.00</td>
<td>148,333.00</td>
</tr>
<tr>
<td>December</td>
<td>56,060.00</td>
<td>50,992.50</td>
</tr>
<tr>
<td>January</td>
<td>124,601.00</td>
<td>128,363.00</td>
</tr>
<tr>
<td>February</td>
<td>130,492.00</td>
<td>142,030.50</td>
</tr>
<tr>
<td>March</td>
<td>116,533.00</td>
<td>107,821.50</td>
</tr>
<tr>
<td>April</td>
<td>127,230.00</td>
<td>134,476.00</td>
</tr>
<tr>
<td>May</td>
<td>139,051.00</td>
<td>131,438.00</td>
</tr>
<tr>
<td>June</td>
<td>62,818.00</td>
<td>46,115.00</td>
</tr>
<tr>
<td>TOTALS</td>
<td>1,129,094</td>
<td>1,153,935</td>
</tr>
</tbody>
</table>

Gate Count
<table>
<thead>
<tr>
<th>Quarter</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>86,434.5</td>
<td>95,638.5</td>
</tr>
<tr>
<td>Fall</td>
<td>341,933.5</td>
<td>360,321.5</td>
</tr>
<tr>
<td>Winter</td>
<td>371,625.0</td>
<td>378,215</td>
</tr>
<tr>
<td>Spring</td>
<td>329,098.5</td>
<td>319,760</td>
</tr>
<tr>
<td>TOTALS</td>
<td><strong>1,129,091.5</strong></td>
<td><strong>1,153,935</strong></td>
</tr>
</tbody>
</table>

**Gate Count (by quarter)**
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), reserves usage (page 13), document delivery (pages 14-15), Link+ materials (page 16), ebooks usage (page 37), and articles downloaded via our online databases (page 38).

Circulation Desk Activity
While total checkouts from the Circulation Desk have decreased by 13%, other usage stats have increased such as eReserves, eBooks, and full-text articles accessed via our online databases.

<table>
<thead>
<tr>
<th>Circulation Desk Activity</th>
<th>2010/11</th>
<th>2011/12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desk Checkout</td>
<td>29,911</td>
<td>29,642</td>
<td>-1%</td>
</tr>
<tr>
<td>Self-checkout</td>
<td>33,486</td>
<td>25,239</td>
<td>-24%</td>
</tr>
<tr>
<td>Total Checkouts</td>
<td>63,397</td>
<td>54,881</td>
<td>-13%</td>
</tr>
<tr>
<td>Desk Renewals</td>
<td>5,326</td>
<td>4,708</td>
<td>-10%</td>
</tr>
<tr>
<td>Self-renewals</td>
<td>171</td>
<td>201</td>
<td>18%</td>
</tr>
<tr>
<td>Online Renewals</td>
<td>23,560</td>
<td>18,809</td>
<td>-20%</td>
</tr>
<tr>
<td>Total Renewals</td>
<td>29,057</td>
<td>23,718</td>
<td>-18%</td>
</tr>
</tbody>
</table>

Circulation Desk Transactions
Self-Serve Transactions

<table>
<thead>
<tr>
<th></th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkout:</td>
<td>35,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Checkin:</td>
<td>37,000</td>
<td>28,000</td>
</tr>
<tr>
<td>Renewals:</td>
<td>5,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Remote renewals:</td>
<td>10,000</td>
<td>8,000</td>
</tr>
</tbody>
</table>

Student Assistants in Book Return Room preparing materials for shelves

Fees/Fines Paid
We think our courtesy notices are partly responsible for the decrease in fines. Patrons appreciate being alerted to the upcoming due dates. The majority of fines are paid remotely using E-Commerce.

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Patrons Paying Fines</td>
<td>1,704</td>
<td>1,448</td>
</tr>
<tr>
<td>Amount Paid</td>
<td>$21,833.33</td>
<td>$19,363.10</td>
</tr>
<tr>
<td># of Lost Books</td>
<td>101</td>
<td>105</td>
</tr>
<tr>
<td>Amount Paid</td>
<td>$5,886.78</td>
<td>$6,264.16</td>
</tr>
</tbody>
</table>
RESERVE/eRESERVE SERVICES
This service supports the faculty’s need to make various course materials available to students, e.g., supplemental readings, sample papers and exams, media, etc. eReserve usage has increase 119% due to the ATI program (Affordable Learning Initiative)

Reserve Transactions Activities

<table>
<thead>
<tr>
<th></th>
<th>2010/11</th>
<th>2011/12</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESERVE SHELF MATERIALS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checkout</td>
<td>7,728</td>
<td>7,877</td>
<td>1.92%</td>
</tr>
<tr>
<td>Check-in</td>
<td>7,715</td>
<td>7,852</td>
<td>1.77%</td>
</tr>
<tr>
<td>Renewals</td>
<td>53</td>
<td>32</td>
<td>-39.6%</td>
</tr>
<tr>
<td>Holds requested</td>
<td>12</td>
<td>11</td>
<td>-8.33%</td>
</tr>
<tr>
<td>Recalls</td>
<td>0</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td><strong>E-RESERVE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron usage</td>
<td>5,304</td>
<td>11,637</td>
<td>119.4%</td>
</tr>
<tr>
<td><strong>TRADITIONAL COLLECTION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Added</td>
<td>490</td>
<td>486</td>
<td>0.81%</td>
</tr>
<tr>
<td>Removed</td>
<td>535</td>
<td>411</td>
<td>-23.1%</td>
</tr>
<tr>
<td><strong>TOTAL RESERVE COLLECTION ON THE SHELVES</strong></td>
<td>1,747</td>
<td>1,822</td>
<td>4.29%</td>
</tr>
</tbody>
</table>

Total eReserve Student Usage per Instructor
Students Assistants shelving Reserve materials

DOCUMENT DELIVERY
This service expands the availability of resources to our users by giving access to books and articles not owned by this library.

The total Document Delivery Borrowing requests processed for the fiscal year 2011/12 was 5,613. We cancelled 518 loan and article requests; 1,012 requests were in-house processing. Our Borrowing requests submitted decreased by 27% compared to the fiscal year 2010/11 which was 7,668.

We processed 11,391 Lending requests and cancelled 7,496.

This fiscal year 2011/2012 we opened 6,820 Tricor bags, 221 bins and 1,410 First Class mail. We packed 6,045 Tricor bags, 230 bins and 1,248 First Class Mail. We also opened 1,254 Accurate mail and packed 1,223 Accurate mail.

<table>
<thead>
<tr>
<th>BORROWING Requests Processed</th>
<th>2010/11</th>
<th>2011/12</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTICLES</td>
<td>6,043</td>
<td>4,576</td>
<td>-24%</td>
</tr>
<tr>
<td>BOOKS</td>
<td>1,049</td>
<td>1,037</td>
<td>-1%</td>
</tr>
<tr>
<td>Totals</td>
<td>7,668</td>
<td>5,613</td>
<td>-27%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LENDING Requests Processed</th>
<th>2010/11</th>
<th>2011/12</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTICLES</td>
<td>8,300</td>
<td>7,504</td>
<td>-10%</td>
</tr>
<tr>
<td>BOOKS</td>
<td>4,608</td>
<td>3,887</td>
<td>-16%</td>
</tr>
<tr>
<td>Totals</td>
<td>12,908</td>
<td>11,391</td>
<td>-11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cancelled Requests</th>
<th>2010/11</th>
<th>2011/12</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing Requests Cancelled</td>
<td>576</td>
<td>518</td>
<td>-10%</td>
</tr>
<tr>
<td>Lending Requests Cancelled</td>
<td>8,268</td>
<td>7,496</td>
<td>-9%</td>
</tr>
<tr>
<td>Totals</td>
<td>8,844</td>
<td>8,014</td>
<td>-9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INHOUSE PROCESSING</th>
<th></th>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,219</td>
<td>1,012</td>
<td>-17%</td>
</tr>
</tbody>
</table>
Document Delivery Statistics:

**Borrowing Requests**

<table>
<thead>
<tr>
<th>Year</th>
<th>ARTICLES</th>
<th>BOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>6,043</td>
<td>1,049</td>
</tr>
<tr>
<td>2011/12</td>
<td>4,576</td>
<td>1,037</td>
</tr>
</tbody>
</table>

**Lending Requests**

<table>
<thead>
<tr>
<th>Year</th>
<th>ARTICLES</th>
<th>BOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>2,067</td>
<td>2,372</td>
</tr>
<tr>
<td>2011/12</td>
<td>7,504</td>
<td>3,887</td>
</tr>
</tbody>
</table>

Students inhabiting the 2nd floor seating/study area
LINK+ SERVICES
This popular service gives our users access to books we do not owned. Materials arrive within 2-4 workdays.

Student Assistants processing Link+ materials

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 9%. Our lending of material has decreased by 14% over the previous year.

Link+ Usage

<table>
<thead>
<tr>
<th>Link+ Usage</th>
<th>2010/11</th>
<th>2011/12</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing</td>
<td>8,760</td>
<td>7,963</td>
<td>-9%</td>
</tr>
<tr>
<td>Lending</td>
<td>16,040</td>
<td>13,817</td>
<td>-14%</td>
</tr>
</tbody>
</table>
STACK MANAGEMENT
This area is responsible for the maintenance of the book stacks and shelved materials. The staff oversees shelving of all library material and also pickup materials from the book returns.

Student using the automatic book return

<table>
<thead>
<tr>
<th>BOOKS SHELVED</th>
<th>2010/11</th>
<th>2011/12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floors 1, 3-6</td>
<td>101,020</td>
<td>75,073</td>
<td>-25%</td>
</tr>
<tr>
<td>Reference</td>
<td>1,417</td>
<td>705</td>
<td>-50%</td>
</tr>
<tr>
<td>New books/serials</td>
<td>1,857</td>
<td>228</td>
<td>-87%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERIODICALS</th>
<th>2010/11</th>
<th>2011/12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Periodicals</td>
<td>3,891</td>
<td>2,850</td>
<td>-26%</td>
</tr>
<tr>
<td>Current/Bound</td>
<td>12</td>
<td>66</td>
<td>450%</td>
</tr>
</tbody>
</table>

In-House Use of Materials

<table>
<thead>
<tr>
<th>Floor</th>
<th>2010/11</th>
<th>2011/12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Floor</td>
<td>1,401</td>
<td>1,004</td>
<td>-28%</td>
</tr>
<tr>
<td>3rd Floor</td>
<td>7,572</td>
<td>4,078</td>
<td>-46%</td>
</tr>
<tr>
<td>4th Floor</td>
<td>4,796</td>
<td>3,242</td>
<td>-32%</td>
</tr>
<tr>
<td>5th Floor</td>
<td>4,564</td>
<td>4,066</td>
<td>-10%</td>
</tr>
<tr>
<td>6th Floor</td>
<td>2,935</td>
<td>1,965</td>
<td>-33%</td>
</tr>
<tr>
<td>Totals</td>
<td>21,268</td>
<td>14,355</td>
<td>-33%</td>
</tr>
</tbody>
</table>
Student in stacks
**Student Assistants**
Student assistants are an integral part of our services. We could not successfully 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 Library Student Assistants!

**Community Service Officers (CSOs)**
CSOs continue to enhance the safety and security of the Library by increasing visibility via uniformed presence/patrols during evening hours of operation. CSOs 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 2011-12 are 1,140.

**Library Docents**
Docents are a vital and valued part of the library. They share their time and talents with the Cal Poly Pomona students, faculty and staff. We are grateful for their contributions. Total hours worked during 2011-12 are 262.

Betty Ortiz  
Fred Meeker

Kim Plater

Bob Wilson (picture not shown)
REFERENCE and INSTRUCTION SERVICES

Reference Services
The Reference and Instruction Department provides assistance to users in completing class assignments, doing research, and accessing information whether in print format or online. We help our students develop information skills that not only serve their immediate research needs but also prepare them for graduate studies, careers, and lifelong learning. In 2011-12 we handled 13,870 reference contacts with students, faculty, and staff.

We use a variety of methods, including course-integrated library instruction, personal assistance at the Research Help Desk (this includes face-to-face encounters, online ref chat, and help via the phone while at the desk), office consultations, email, instructional guides, and online tutorials. Additionally, we introduce students to both traditional library resources and the best of emerging information technologies. We supplement this pedagogical emphasis with the provision of information that supports the curriculum and the basic research needs of our students and faculty.

Connecting our users with the appropriate resources is one of our primary responsibilities. Librarians are also considered vital resources.
The increase use of our online tutorials and videos explains some of the decreases in the face-to face contacts.

**Face to face and Online Contacts**

<table>
<thead>
<tr>
<th>Year</th>
<th>Research Help Desk (face-to-face)</th>
<th>Ref Chat</th>
<th>Off - Desk</th>
<th>Email</th>
<th>askNOW</th>
<th>Total Research Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>6,135*</td>
<td>175</td>
<td>6,765**</td>
<td>435</td>
<td>360</td>
<td>13,870</td>
</tr>
<tr>
<td>2010-11</td>
<td>13,227</td>
<td>147</td>
<td>4,069**</td>
<td>489</td>
<td>585</td>
<td>18,517</td>
</tr>
<tr>
<td>2009-10</td>
<td>14,793</td>
<td>306</td>
<td>377</td>
<td>183</td>
<td>673</td>
<td>16,332</td>
</tr>
<tr>
<td>2008-09</td>
<td>13,623</td>
<td>467</td>
<td>384</td>
<td>613</td>
<td>982</td>
<td>16,069</td>
</tr>
<tr>
<td>2007-08</td>
<td>16,348</td>
<td>358</td>
<td>377</td>
<td>831</td>
<td></td>
<td>17,914</td>
</tr>
<tr>
<td>2006-07</td>
<td>17,078</td>
<td>136</td>
<td>428</td>
<td>425</td>
<td>904</td>
<td>18,971</td>
</tr>
</tbody>
</table>

* Reduction due to increase in tutorials use  
**Includes FAQ

---

Students at work in the Productivity Center
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. As such, helping students develop the information literacy (IL) competencies that are critical to success in their academic, professional, and personal lives is among the library’s top priorities.

Our active library instruction and information literacy program consists of a team of library faculty and staff with teaching expertise who provide a variety of face-to-face and online instructional services.

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 149 course-integrated instruction sessions, reaching a total of 4,035 students.

![Sessions by College 2011-2012](image)

While the number of classes taught marks a decrease from last year, this is the result of a number of factors, including a shrinking staff, which translates into fewer librarians available to both reach out to faculty about library instruction opportunities and teach
classes. Additionally, the drop in the number of sessions taught for courses in the College of Letters, Arts, and Social Sciences is partially the result of a decrease in instruction requests for lower division writing courses that was accompanied by a corresponding increase in usage of our EZ Research Tutorial by those same courses (More information available in the EZ Research Tutorial section below).

### Workshops
This year, the library also hosted 49 events, 39 of which were workshops (instruction sessions that are open to the public and not associated with a specific course). Of the over 2,000 people who attended library events, over 800 of them attended a workshop.

### 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.
Our tutorials were accessed 9,409 times from the Library homepage this year. Our **Research 101** tutorial, which consists of 5 separate modules that take students through the various steps in the research process, was accessed the most again this year, but our recently updated **EZ Research** tutorial, which provides students with a basic introduction to library research and culminates with a quiz and certificate of completion, was also popular.

**EZ Research Tutorial**
The redesign of the EZ Research tutorial allowed us to collect much more data than we had been able to in the past. For example, this year for the first time we were able to determine that 40 professors assigned EZ Research and nearly 3,000 students completed it. Just over 680 of those students were enrolled in lower division writing courses, which highlights the aforementioned 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.

Our total number of tutorial views accessed from the library homepage decreased this year, but this figure is the result of a variety of factors. For example, EZ Research stats are now accounted for differently. Whereas before we recorded page hits (which would include those users who clicked on the tutorial but then immediately navigated away from it), our new system only allows us to record the total number of students who completed the entire tutorial and submitted their quiz.

The chart above also does not account for the fact that users may be accessing our tutorials in other ways, including on YouTube. YouTube usage stats indicate that our Research 101 tutorials were viewed over 1,000 times, the total number of all our YouTube video hits reaching 2,223.

Other decreases in the use of tutorials posted on our website may be the result of our growing number of Research Guides, which students and faculty may be using instead of our tutorials. Librarians created many new subject and course specific research guides this year. We now have a total of 117 research guides, which were accessed a total of 47,526 times! Collectively, our online tutorials, guides, and tours were accessed 60,236 times. This marks a dramatic increase over last years’ figure of 32,733.

<table>
<thead>
<tr>
<th>Online Instruction Usage Highlights</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials (Videos)</td>
<td>12,904</td>
<td>9,409</td>
</tr>
<tr>
<td>Guides (Text-based)</td>
<td>19,664</td>
<td>47,526</td>
</tr>
<tr>
<td>Tours (Videos)</td>
<td>165</td>
<td>1,078</td>
</tr>
<tr>
<td>YouTube Videos</td>
<td>0</td>
<td>2223</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32,733</td>
<td>60,236</td>
</tr>
</tbody>
</table>
Librarian/Faculty Collaborations
Librarians are available to work with faculty on teaching and learning projects, such as:

- Designing or revising library research assignments to ensure that they are up-to-date and aligned with current library resources.
- Constructing research guides and tutorials to meet the research needs of students.
- Integrating instruction in research skills and other information literacy competencies into courses and programs.
- Assisting faculty in embedding library resources and tools into their Blackboard courses.

Librarians also help inform faculty about the library’s resources and services via workshops, presentations at faculty meetings, and presentations at other campus events, such as the Summer Institute for Online Course Development.

Assessment
Learning Outcomes for Library Instruction
The Library’s learning outcomes for library instruction are based on ACRL’s “Information Literacy Competency Standards for Higher Education” (http://www.ala.org/acrl/standards/informationliteracycompetency) and are consistent with the CSU’s set of core information competencies (http://www.calstate.edu/AcadSen/Records/Reports/ic.shtml).

Our instruction sessions focus on teaching students how to do one or more of the following:

1. Explore, refine, and articulate the need for information.
2. Identify relevant types and formats of potential sources for information.
3. Access needed information effectively and efficiently.
4. Evaluate information and its sources.
5. Understand the ethical and legal issues surrounding information.

Instruction Session Learning Outcomes Assessment
The library attempts to align our instruction and assessment efforts to the information literacy learning outcomes listed above. We assess student-learning outcomes in a variety of ways. Some of our librarians use iClickers 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 and online forms and activities to assess whether students are able to perform the research tasks taught in specific instruction sessions. Additionally, many of our online tutorials are equipped with pre and post-tests, which provide us with evidence that they do indeed help students learn specific information literacy competencies. Finally, student evaluation forms, which are designed to assess students’ comfort level using the library as well as their perceptions about the quality of the library instruction session they had just attended, are also used.
IL Assessment First-year and Graduating Seniors: iSkills
This year the library had the opportunity to assess the information literacy skills of first-year students and seniors using iSkills, a scenario-based information literacy assessment tool featuring real-world tasks. Because information literacy is a complex skill set that is developed over time during the course of a student’s academic career (rather than a set of information and skills that can be learned once and for all in a single course), testing first-years and graduating seniors is a useful way to begin to assess whether, on average, students’ information literacy skills improve over the course of their undergraduate education at CPP.

In this pilot, we administered iSkills to 50 first-years in the fall of 2011 and 50 graduating seniors in the spring of 2012. Both our first-years and our seniors averaged higher than the reference group, and the seniors averaged 23 points higher than our first-years. If we have the opportunity to conduct these tests again (preferably annually), we will begin to establish a baseline for first-year and senior level IL competencies as well as to identify areas that need improvement and could be addressed through targeted pedagogical interventions.
COLLECTION MANAGEMENT

Librarians with Collection Management assignments 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

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.

Kate Seifert retired on September 1, 2011, and Don Page took responsibility for History, Philosophy, and Anthropology. Wendy Vermeer, formerly in a temporary position, was hired into a tenure track position in September 2011 and continues to be responsible for English and Foreign Language, Theatre, and Juvenile.

Thanks to 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 I’m adding this short paragraph to remind them of how much I appreciate them.

Collection Budget

The 2011-2012 collection budget allocation was very similar to previous years. Two deposits made to EBSCO from 2010-2011 and $100,000 from the Web of Science (WoS) grant brought the total to $1,440,667.

In addition, we had $75,000 on deposit with YBP. $30,000 of this was allocated for the Demand Driven Acquisition project with $45,000 in a deposit account to use as needed.

Collection Budget for 2011-12:

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation</td>
<td>$1,146,745</td>
</tr>
<tr>
<td>EBSCO deposit</td>
<td>$149,928</td>
</tr>
<tr>
<td>EBSCO deposit</td>
<td>$43,994</td>
</tr>
<tr>
<td>Kellogg grant for WoS</td>
<td>$100,000</td>
</tr>
<tr>
<td>Total allocation</td>
<td>$1,440,667</td>
</tr>
<tr>
<td>YBP deposit</td>
<td>$75,000</td>
</tr>
<tr>
<td><strong>Total available</strong></td>
<td><strong>$1,525,667</strong></td>
</tr>
</tbody>
</table>
The budget allocation for the major budget categories was:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$140,852</td>
</tr>
<tr>
<td>Journals</td>
<td>$292,996</td>
</tr>
<tr>
<td>Serials</td>
<td>$248,240</td>
</tr>
<tr>
<td>SDLC ²</td>
<td>$758,579</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,440,667</strong></td>
</tr>
</tbody>
</table>

¹ The funds on deposit with YBP are not included in the general budget allocation as they were intended for a specific purpose.

² 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 serials category 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. *ebrary*) are also treated as serials as they are subscriptions. The book category is for print and electronic books that are purchased.

2011-2012 expenditures with SDLC (SEIR) were higher than normal because of the one-time expenditure of $134,764 for the *Web of Science* backfile that was purchased through SDLC. After excluding this WoS backfile purchase, 75% of the SDLC expenditures were for ejournal packages and 25% for databases. When the SDLC expenditures are added to journals and serials categories, we can see that nearly 60% of the budget is spent on journals, 31% on serials (including databases), and only 11% of the budget was available for books. This is the lowest percentage for books in history.

The percentage of the budget spent on electronic resources has increased to 75%, up from 71% in 2010-11. The biggest change from 2010-11 is the increasing number of electronic books purchased. Last year, 16% (406) of the books purchased were electronic. This year, over 700 ebooks were purchased accounting for 35% of the book expenditures. This figure does not include ebooks purchased in the DDA project.
Students taking advantage of the wireless connection in the Library

Collection Management Team Projects and Events

Much of the Collection Management Team’s activities in 2011-2012 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
- respond to more faculty requests
- in 2015 we’ll have to add the Web of Science to our annual subscription list
Academic Search Premier and EBSCO Journal Renewals
In July 2011 the Collection Management Team decided to upgrade from Academic Search Elite (ASE) to the Academic Search Premier/Business Source Premier (ASP/BSP) package from EBSCO at a cost of $29,603. Because ASP/BSP contains many more full text articles than ASE the Team decided to pay for ASP/BPS through journal cancelations.

Wendy Vermeer produced a list of our subscribed titles with full text in ASP/BSP. Information about embargos was added. The Team then committed to:
- canceling all subscriptions with full text in ASP/BSP (with a few exceptions)
- canceling subscriptions of low use journals with embargoed full text in ASP/BSP
- canceling additional journals with low numbers of article downloads and journals with a cost/article higher than the average $26 document delivery cost

As a result, 114 titles were canceled resulting in a savings of nearly $44,000 based on price at time of cancellation.

Ten additional titles were switched from print to online or online + print (sometimes the online only option is not available).

Print Reference Serials Review
Cutting serial expenses was another goal for 2011-2012. The Collection Management Team decided to focus on print serials and standing orders in the Reference collection for two reasons: (1) the print reference collection is not getting used as much as in the past and (2) annual expenditures for print reference serials are in the neighborhood of $80,000 - $90,000, roughly one-third of all serial expenditures.

All subject librarians were asked to review a list of print reference serials and to “vote” to keep titles they have used recently. Subject librarians were encouraged to review the list as a reference librarian rather than focus on their own subject areas. Most participated in this review.

This review resulted in the cancelation of 215 titles with an estimated annual savings of $50,000, based on the price at the time of cancellation. Free web sites were identified to replace a number of the canceled titles.

Julie Shen deserves special recognition for her efforts on this project. Nearly half the titles on the review list were in her subject areas, primarily Business and Economics. She thoroughly reviewed these titles and in many cases identified free web sources to replace canceled titles. Savings from cancellations in Julie’s subject areas total approximately $28,000, over half of the total estimated savings.

We will continue to review print Reference serials in 2012-2013 and extend the review to print serials going to the circulating collection.
**Database Review and Cancelations**
After a review of upcoming database renewals the Collection Management Team decided to cancel:

<table>
<thead>
<tr>
<th>Database</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Science Full Text</td>
<td>$6,675</td>
</tr>
<tr>
<td>PAIS</td>
<td>$4,331</td>
</tr>
<tr>
<td>Wilson OmniFile</td>
<td>$14,201</td>
</tr>
<tr>
<td><strong>Savings, based on price at time of cancellation</strong></td>
<td><strong>$25,207</strong></td>
</tr>
</tbody>
</table>

With the cancellation of *Wilson OmniFile* we will lose access to the *Education Full Text* database as well as access to articles in several important, heavily used journals. Therefore, in July 2012, we will pick up EBSCO’s *Education Research Complete* ($6,500), *Agronomy Journal* ($700), and *Medicine and Science in Sports and Exercise* ($1,460). This $8,660 expenditure brings the database savings total to $16,547.

**Demand Driven Acquisition (DDA)**
While the DDA project was initiated by Collection Management, most of the work has fallen to Bibliographic Access Services (BAS).

Project summary:
- At the end of the 2010-2011 budget year $75,000 was put on deposit with YBP. $30,000 of this was allocated to the DDA project.
- July 26, 2011: Ann Morgan, Wendy Vermeer, Sherry Daniel, Anne Sin, and Yvonne Zhang met with Reeta Sinha, Sadie Williams, and Barbara Kawecki of YBP to discuss details of doing a Demand Driven Acquisition project with YBP.
- EBL and ebrary are the two ebook vendors currently working with YBP. After looking at the options we decided to go with ebrary.
- Other decisions:
  - 2 short term loans (STL) before triggering a purchase.
  - Start with a retrospective record load back to January 2011.
  - Use our current YBP profile.
  - Include titles that don’t allow for STLs (first use triggers a purchase).
  - $200 price ceiling.
  - No popular content level titles and no self-help titles.
  - No textbooks.
  - No collections.
- Ebrary purchase triggers:
  - Browsing the table of contents or index does not trigger a transaction.
  - Users may browse the full-text of a non-owned title for up to 10 minutes or 10 page views before a transaction (STL or purchase) is triggered.
  - Printing or copying automatically triggers a transaction.
- Short term loan cost: 10% of purchase price for most titles, 15% or 20% of purchase price for a few titles.

We had planned to start at the beginning of Fall Quarter but it took longer than anticipated to work out all the details. The first catalog records based on our DDA profile
arrived on November 1, 2011. The first short term loans were triggered on November 3, 2011. Since then, we have had regular, almost daily, DDA activity. See page 38 for a summary of Short Term Loan Activity by Week.

As of May 4, 2012:
- Total expenditure: $6,845.97 (out of $30,000)
- 42 titles were purchased, totaling $3,004.32 (plus cost of preceding STLs)
  - Average purchase price $71.53
- 424 short term loans, totaling $3,841.67
  - Average STL cost $9.06
- 278 titles were used at least once, but not purchased
  - Use of these titles resulted in 326 short term loans @ $2,920.66
  - List price of these titles totaled $23,248.72
  - The $20,328.06 difference between the list price and the STL cost can be considered money saved.
- 48 titles have 2 short term loans; the next use will trigger a purchase.

The DDA project has not been publicized. Patrons are not aware when they are triggering a short term loan or a purchase. Therefore, we are seeing natural behavior – library users selecting a book because it appears to meet a need.

When the Collection Management Team decided to undertake the DDA project in April 2011, we listed these points under “What do we want to learn?”
1. What subject areas the ebook selections reflect
2. How long the money lasts
3. Impact on other selection we do
4. How to fit DDA in with rest of book money allocation
5. Track users and usage and how patrons use the ebooks
6. Compare use of books acquired through DDA with books selected by librarians
7. BAS is interested in workflow issues and quality of catalog records

The project has not been in effect long enough to answer most of these questions but in response to questions 1 and 2 we can say:
1. Short term loan and purchase activity is occurring in all call number ranges.
2. The money is lasting longer than we anticipated. As of early May, or seven months, roughly 25% of the allotted funds had been spent.

We will continue with the DDA project in 2012-2013.

**CSU Patron Driven Acquisition Project**
Patron Driven Acquisition (PDA) is another term used for Demand Driven Acquisition. In 2011-2012, the CSU undertook two different system-wide PDA projects with different vendors (My iLibrary and EBL). The Collection Management Team had no involvement in the CSU projects and BAS was the primary contact for our Library. We have not yet seen any reports on the results of these CSU projects.
If the CSU continues with PDA at the system level in 2012-13 we will work with BAS on a strategy to avoid duplication and spend CSU money whenever we can instead of our own.

Web of Science (WoS)
The *Web of Science* database has been at the top of our “wish list” for many years. Last year I submitted a Kellogg Legacy Project grant proposal for WoS and in August 2011, we learned that the proposal was successful. The Library was awarded:

- 2011-2012 $100,000 (2012 annual fee and backfile)
- 2012-2013 $65,000 (2013 annual fee)
- 2013-2014 $65,000 (2014 annual fee)

The $100,000 awarded for 2011-2012 was less than requested so we had to scale back on the backfile purchase. And because we felt it was important to start the subscription in September to coincide with the start of Fall Quarter, we had to pay for 15 months instead of one year.

Because of intense interest on campus, Provost denBoer and Dr. Frank Ewers wanted to help us extend our backfile to 1991, and identified funds to do so. The cost of the additional backfile was $48,371 with payments due in October 2012 and October 2013. The Provost’s Office and the Office of Research have committed $25,000 a year for 3 years to help pay for what is now a 20 year backfile.

The 2012-2013 and 2013-2014 grants should cover the annual subscription fees for 2013 and 2014.

<table>
<thead>
<tr>
<th>Summary of WoS Startup Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual fee, 15 months (Sept 2011 – Dec 2012)</td>
<td>$82,689</td>
</tr>
<tr>
<td>Backfile 2001+</td>
<td>$113,764</td>
</tr>
<tr>
<td>Backfile 1991-2000 (pay over 3 years)</td>
<td>$48,371</td>
</tr>
<tr>
<td>Total start-up cost</td>
<td>$244,824</td>
</tr>
<tr>
<td>Kellogg grant</td>
<td>-$100,000</td>
</tr>
<tr>
<td>Provost’s Office &amp; Research Office (over 3 years)</td>
<td>-$75,000</td>
</tr>
<tr>
<td>Net cost to Library for 1st year + backfile</td>
<td>$69,824</td>
</tr>
</tbody>
</table>

Other Collection Management activities and events:

- **Landscape Architecture accreditation**: The Landscape Architecture department was dinged on its latest accreditation review because of library resources and the fact that the ENV Library holdings are not available online. We communicated to the department that we cannot afford the databases the department says it needs. The Team continues to believe that most of their research needs can be met with databases we currently subscribe to. Several steps were taken to address the issue:
I reviewed bibliographies in a selection of Landscape Architecture theses to get a better idea of research interests in the department,
revised the Landscape Architecture subject category in Xerxes,
revised the Landscape Architecture and Sustainability LibGuides to better reflect the resources available to students,
ordered books and DVDs requested by the department.
The ENV Library issue is being discussed by the Library administration, BAS, and ENV’s administration.

- **End of HSI grant**, September 30, 2011: The cost of several databases and hosting fees will now be paid from the collection budget although it’s possible that in future years HSI Endowment funds will be available to help with these expenses.
- **Media accessibility**: The Collection Development Policy was revised to reflect the campus policy that all media (DVDs, streaming video) must have closed captioning. Closed captioning can be added but the Collection Management Team and the Library Administration decided that the Library absorb that expense.
- **Wilson/EBSO merger**: In late January 2012, the Wilson databases moved to the EBSCOhost platform. The transition was not as seamless as expected, but all of the glitches were eventually dealt with (thanks to hours of effort by BAS).
- **Wiley journal license**: In January 2012 we received a new license from Wiley with several unacceptable provisions. Other CSU libraries received similar licenses and there was a great deal of confusion about how our local subscriptions did or did not connect to the CSU Wiley package. CSU Collection Development librarians held a conference call about this and exchanged numerous emails. Eddie Choy provided guidance. In April we received a revised license from Wiley for our local subscriptions which we did sign.

**Use of Electronic Resources**
Detailed collection usage statistics can be found at https://www.csupomona.edu/~intralib/cm/numbers/stats.html
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 in collection management decision making.

Brenda compiles statistics for the electronic resources listed 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 the individual ejournal subscriptions outside of the packages listed in this section.
Usage statistics for 2011-2012 are summarized below.

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searches</td>
<td>1,817,215</td>
<td>1,176,900</td>
<td>1,013,671</td>
<td>921,009</td>
<td>876,311</td>
</tr>
<tr>
<td>Sessions</td>
<td>933,752</td>
<td>612,010</td>
<td>368,573</td>
<td>325,068</td>
<td>N/A</td>
</tr>
<tr>
<td>Articles Downloaded</td>
<td>658,052</td>
<td>641,489</td>
<td>520,033</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

1 Includes articles downloaded from full text databases and from ejournal packages.

The number of articles downloaded is the most significant indicator of ejournal use and is important when we consider renewing ejournal packages. The chart below summarizes the article downloads from major ejournal packages. The overall download count increased from 2011-11 but is below our recent peak year of 2009-10.

<table>
<thead>
<tr>
<th>Article downloads from major ejournal packages</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM Digital Library</td>
<td>1,396</td>
<td>1,440</td>
<td>4,443</td>
<td>3,816</td>
</tr>
<tr>
<td>ACS Web</td>
<td>5,275</td>
<td>6,983</td>
<td>5,317</td>
<td>4,113</td>
</tr>
<tr>
<td>AIP/APS Journals</td>
<td>2,616</td>
<td>1,595</td>
<td>1,758</td>
<td>1,980</td>
</tr>
<tr>
<td>ASCE</td>
<td>2,178</td>
<td>1,380</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASME</td>
<td>203</td>
<td>273</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerald Full Text</td>
<td>2,396</td>
<td>2,646</td>
<td>3,431</td>
<td>2,803</td>
</tr>
<tr>
<td>IEEE Xplore</td>
<td>17,468</td>
<td>12,260</td>
<td>6,936</td>
<td>8,274</td>
</tr>
<tr>
<td>JSTOR</td>
<td>101,933</td>
<td>108,423</td>
<td>128,334</td>
<td>121,551</td>
</tr>
<tr>
<td>Oxford Journals</td>
<td>4,046</td>
<td>4,686</td>
<td>4,810</td>
<td>4,707</td>
</tr>
<tr>
<td>Project Muse</td>
<td>4,034</td>
<td>5,662</td>
<td>8,573</td>
<td>7,667</td>
</tr>
<tr>
<td>PsycARTICLES</td>
<td>13,460</td>
<td>8,626</td>
<td>6,777</td>
<td>n/a</td>
</tr>
<tr>
<td>SAGE Journals Online</td>
<td>9,860</td>
<td>10,853</td>
<td>8,648</td>
<td>12,712</td>
</tr>
<tr>
<td>ScienceDirect (Elsevier)</td>
<td>56,710</td>
<td>48,797</td>
<td>72,417</td>
<td>49,431</td>
</tr>
<tr>
<td>SpringerLink Journals</td>
<td>13,006</td>
<td>15,104</td>
<td>11,652</td>
<td>10,527</td>
</tr>
<tr>
<td>Wiley Interscience</td>
<td>18,637</td>
<td>20,687</td>
<td>13,477</td>
<td>17,713</td>
</tr>
<tr>
<td>TOTALS</td>
<td>253,278</td>
<td>249,378</td>
<td>276,573</td>
<td>245,294</td>
</tr>
</tbody>
</table>

In addition to articles downloaded from electronic journals, thousands more articles were retrieved from full text databases. In this case the overall download increased.

<table>
<thead>
<tr>
<th>Articles from full text databases</th>
<th>2011-2012</th>
<th>2010-2011</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBSCO databases</td>
<td>233,586</td>
<td>155,767</td>
<td>89,129</td>
</tr>
<tr>
<td>LexisNexis</td>
<td>20,295</td>
<td>22,597</td>
<td>22,222</td>
</tr>
<tr>
<td>Proquest databases</td>
<td>139,297</td>
<td>180,849</td>
<td>101,192</td>
</tr>
<tr>
<td>WilsonWeb databases (6 mths)</td>
<td>11,596</td>
<td>32,898</td>
<td>62,494</td>
</tr>
<tr>
<td>TOTALS</td>
<td>404,774</td>
<td>392,111</td>
<td>275,037</td>
</tr>
</tbody>
</table>
Ebook Use
Ebook use increased significantly in 2011-2012: 57,240 user sessions were recorded in our major electronic book collections: ebrary, EBSCO eBooks (formerly NetLibrary), Knovel, Safari, and Synthesis Digital Library. This more than triples the 17,499 sessions recorded for all of 2010-2011 – more evidence of the increasing use of and interest in ebooks.

Collection Management Trends and Issues
- The percentage of the budget supporting electronic resources increased to 75% from 71%,
- The number of print journal and serial subscriptions continues to decline.
- Ebook purchases increased by nearly 70%; from 406 in 2010-11 to 685 in 2011-12 (not including ebooks purchased in the DDA project).
- Ebook use has increased significantly.
- The percentage of the collection budget available for books is way too low, 11%.
  - Increasing the book budget is a high priority for the future. We need additional books in all disciplines and especially in the arts and humanities.
- Price inflation is a serious issue, 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.

Collection Budget Allocation - Historical

The following table provides some historical context for the current collection budget.

Notes for 2011-2012:
The $100,000 Web of Science grant is not included.
The SEIR/SDLC allocation increased significantly for two reasons: the addition of the Academic Search Premier/Business Source Premier database and the one-time Web of Science backfile purchase.

<table>
<thead>
<tr>
<th></th>
<th>Allocated</th>
<th>Journals</th>
<th>Serials</th>
<th>SEIR/SDLC</th>
<th>Books</th>
<th>% Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>$1,340,667</td>
<td>$292,996</td>
<td>$248,240</td>
<td>$658,579</td>
<td>$140,852</td>
<td>10.51%</td>
</tr>
<tr>
<td>2010-11</td>
<td>$1,276,085</td>
<td>$338,200</td>
<td>$284,740</td>
<td>$469,681</td>
<td>$183,464</td>
<td>14.38%</td>
</tr>
<tr>
<td>2009-10</td>
<td>$1,126,085</td>
<td>$315,134</td>
<td>$254,501</td>
<td>$484,414</td>
<td>$138,779</td>
<td>12.32%</td>
</tr>
<tr>
<td>2008-09</td>
<td>$1,352,715</td>
<td>$364,750</td>
<td>$259,750</td>
<td>$463,878</td>
<td>$241,676</td>
<td>17.87%</td>
</tr>
<tr>
<td>2007-08</td>
<td>$1,350,585</td>
<td>$352,100</td>
<td>$281,740</td>
<td>$406,254</td>
<td>$274,991</td>
<td>20.36%</td>
</tr>
<tr>
<td>2006-07</td>
<td>$1,554,099</td>
<td>$432,493</td>
<td>$320,010</td>
<td>$309,299</td>
<td>$463,297</td>
<td>29.81%</td>
</tr>
<tr>
<td>2005-06</td>
<td>$1,416,061</td>
<td>$469,650</td>
<td>$281,775</td>
<td>$311,239</td>
<td>$279,133</td>
<td>19.71%</td>
</tr>
<tr>
<td>2004-05</td>
<td>$1,482,172</td>
<td>$514,854</td>
<td>$387,039</td>
<td>$289,669</td>
<td>$396,094</td>
<td>26.72%</td>
</tr>
<tr>
<td>2003-04</td>
<td>$1,349,245</td>
<td>$479,144</td>
<td>$312,065</td>
<td>$268,097</td>
<td>$248,186</td>
<td>18.39%</td>
</tr>
<tr>
<td>2002-03</td>
<td>$1,790,830</td>
<td>$705,548</td>
<td>$440,252</td>
<td>$562,057</td>
<td>$31.39%</td>
<td></td>
</tr>
<tr>
<td>2001-02</td>
<td>$1,666,749</td>
<td>$669,558</td>
<td>$450,879</td>
<td>$477,540</td>
<td>28.65%</td>
<td></td>
</tr>
<tr>
<td>2000-01</td>
<td>$1,573,720</td>
<td>$638,642</td>
<td>$464,918</td>
<td>$401,606</td>
<td>25.52%</td>
<td></td>
</tr>
</tbody>
</table>

Since 2003-04 expenditures for CSU consortia subscriptions have been paid from a separate account (SEIR). In previous years these expenditures were paid from either Serials or Journals.
Demand Driven Acquisition Project-Short Term Loan Activity and Expenditures by Week

<table>
<thead>
<tr>
<th>Short Term Loan Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/3/2011</td>
</tr>
<tr>
<td>11/10/2011</td>
</tr>
<tr>
<td>11/17/2011</td>
</tr>
<tr>
<td>11/24/2011</td>
</tr>
<tr>
<td>12/1/2011</td>
</tr>
<tr>
<td>12/8/2011</td>
</tr>
<tr>
<td>12/22/2011</td>
</tr>
<tr>
<td>1/5/2012</td>
</tr>
<tr>
<td>1/12/2012</td>
</tr>
<tr>
<td>1/19/2012</td>
</tr>
<tr>
<td>1/26/2012</td>
</tr>
<tr>
<td>2/2/2012</td>
</tr>
<tr>
<td>2/9/2012</td>
</tr>
<tr>
<td>2/16/2012</td>
</tr>
<tr>
<td>2/23/2012</td>
</tr>
<tr>
<td>3/1/2012</td>
</tr>
<tr>
<td>3/8/2012</td>
</tr>
<tr>
<td>3/15/2012</td>
</tr>
<tr>
<td>3/22/2012</td>
</tr>
<tr>
<td>3/29/2012</td>
</tr>
<tr>
<td>4/5/2012</td>
</tr>
<tr>
<td>4/12/2012</td>
</tr>
<tr>
<td>4/19/2012</td>
</tr>
<tr>
<td>4/26/2012</td>
</tr>
<tr>
<td>5/3/2012</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Average Short Term Loan Cost $9.06
BAS' primary operations continue to be providing online access to full text, ebooks and electronic resources to library users anytime, anywhere and 24/7. In addition, BAS processes also print material including non-book/media materials with a focus and priority on paid items processing throughout the year.

This past year, BAS gave significant contributions to several special library wide projects. Most noticeable is: DDA Ebook Purchase Pilot Project, Get-It-Now Initiative, Web Discovery Tool Summon and Unified Backend Library System Sierra Investigation and Implementation as well as the Metadata Librarian recruitment.

BAS staff continues to play a key role in many library teaching and learning initiatives and programs, their achievements and dedication are highly commendable. The following figures and data are highlights and demonstrations of our collective efforts and commitment.

**Key Figures/Achievements:**
- **Total new titles added to PAC**
  - 1,939 monographs titles
  - 2,431 monographs items
  - 38 serials titles
  - 824 serials items
  - 93,425 ebooks items
  - 9,473 full text ejournal titles
  - 2,252 ejournals items
  - 11,291 full text checkins
  - 96 media titles
  - 171 media items

  Student Assistant processing materials
- Total full text e-resources holdings managed via Serials Solutions and ERM
  - 34,185 links in PAC

- Databases activated and managed in SFX Pomona Instance
  - 24 targets/databases
  - 5,236 objects/titles

- Total ebooks access in PAC
  - 59,697 ebooks items

- Total new titles added to W.K. Kellogg Arabian Horse Library
  - 417 monographs cataloged
  - 49 periodicals cataloged
  - 26 serials cataloged
  - 1,029 items (monographs and serials)

- Total monographs orders processed
  - 1,709 Gobi book orders
  - 702 Gobi ebook orders
  - 283 direct vendor orders

- Total serials orders and titles processed (i.e. checkin, claim, project and renew)
  - 798 serial records maintained
  - 523 periodical records maintained
  - 1,192 order records maintained

- Book-keeping library materials expenditure of $1,466,214.00

- Staff participation in Library events - committee work
  - Library Book Display Committee (Ferial Mansouri, Chair; Wendy Vermeer,
    Vicky Vega and Natalie Lopez, members)
  - National Library Week Committee (Wendy Vermeer, Chair; Natalie Lopez, member)
  - Welcome Student Week Committee (Ferial Mansouri, member)
  - Metadata/Cataloging Librarian Search Committee (Yvonne Zhang, Chair)
  - Campus ATI Task Force (Sherry Daniel, member)
  - Library Newsletter Committee (Ferial Mansouri, member; Natalie Lopez, contributing writer)
  - Library Retreat Task Force (Ferial Mansouri, member)
  - Library RTP Committee (Yvonne Zhang, member)
  - Friends of the Library (Ferial Mansouri, Gina Roth, organizers)
  - Used Book Shop (Caryn Romo, volunteer)
  - Library Retreat Organizer (Ferial Mansouri, member)
  - 2012 University Staff Appreciation Day (Ferial Mansouri and Vicky Vega, volunteers)
  - Faculty Affairs (Academic Senate Standing Committee) (Wendy Vermeer,
- **Staff presentations**
  - WKKAHL Digitization Project Grant proposal; submitted to Kellogg Legacy
  - Endowment (Wendy Vermeer, co-authored with Katherine Staab)
  - Finagling photos with Flickr, October 20, 2011 (Wendy Vermeer)
  - Knockout presentations with Prezi, January 10, 2012 (Wendy Vermeer)
  - Dorm room cooking: Vegan Options, April 12, 2012 (Wendy Vermeer)
  - SUSHI presentation at SCIUG Annual Conference (Yvonne Zhang)
  - Co-Presented an “Interviewing Strategies” workshop for students during National Library Week (Natalie Lopez)
  - Co-lectured at Pasadena City College for the Library Support Staff Certification Program. Course: Library 104: Technical Services (Natalie Lopez)
  - BAS staff attended a whole array of work related workshops and webinars throughout the year (i.e. details available upon request)

Dorm Room Cooking presentation by Wendy Vermeer
• Other Achievements
  o Metadata Librarian recruitment
  o Web Scale Discovery Tools investigation, i.e. OCLC Web Scale Management Service, Ex-Libris Alma, and Serials Solutions’ Summons
  o Summons and the Unified backend integrated library system Sierra investigation and implementation
  o YBP (Yankee Book Peddler) Ebook record profile and customization
  o Arab scoping and display in OPAC (Online Public Access Catalog)
  o Ebooks batch load revision, i.e. Safari ebooks
  o DDA (Demand Driven Acquisition) initiative, implementation, processing and assessment
  o ISBD (International Standard Bibliographic Description) Project to support DDA Initiative
  o Staff LSS (Library Services Specialist) update
  o VPAT (Voluntary Product Accessibility Template) policy and procedures
  o ASE (Academic Search Elite) to ASP (Academic Search Premier)
  o Revision of user notes for URL access in MARC 856 fields
  o SFX Ustat investigation
  o SFX ongoing maintenance and problem resolution
  o BAS Continuation Plan
  o ISSS (International Society for System Sciences) Archive Project
  o Get-it-Now initiatives and implementation
  o Ongoing work in basic authority control/heading report
  o Ongoing materials withdraws and transfers – 572 monographs title withdraws, 657 monographs item withdraws, 34 serial title withdraws, 383 serials items withdraws
  o Ongoing in-house book repairs
The Systems Group is responsible for providing technical and administrative support for all library systems including computer networking and the library’s integrated library system (ILS). The Systems Group also administers the Tech Help Desk that assists Library users with computer related questions and issues such as wireless connectivity, printing, and software use. The desk is staffed by students during the prime hours of Library use, and they help monitor and maintain the hundreds of computers available throughout the building. The Systems Group also oversees the Library’s promotional TV channel, computer reservation system, study room reservation system, maintains and updates the Library website, and coordinates the purchase and installation of computers and peripherals.

**Pharos Computer Reservation System**

In fall quarter 2011, the Pharos Computer Reservation System was installed to monitor and manage the use of the extremely popular 113 computers in the Learning Commons and Productivity Center. The system ensures that the computers are assigned in an orderly fashion and that their use is equitable by enforcing time limits when there is high demand. The system has proved itself as user-friendly and popular with students. An additional bonus of the system has been the capability to quantify the use of the computers. Below is a table illustrating computer use for seven months.

<table>
<thead>
<tr>
<th>2011-2012</th>
<th>Learning Commons</th>
<th>Productivity Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sessions</td>
<td>Minutes Used</td>
</tr>
<tr>
<td>October</td>
<td>5485</td>
<td>320231</td>
</tr>
<tr>
<td>November</td>
<td>13875</td>
<td>851388</td>
</tr>
<tr>
<td>December</td>
<td>4706</td>
<td>318960</td>
</tr>
<tr>
<td>January</td>
<td>16926</td>
<td>782759</td>
</tr>
<tr>
<td>February</td>
<td>15704</td>
<td>862089</td>
</tr>
<tr>
<td>March</td>
<td>10728</td>
<td>697017</td>
</tr>
<tr>
<td>April</td>
<td>13731</td>
<td>842205</td>
</tr>
<tr>
<td>May</td>
<td>15168</td>
<td>897728</td>
</tr>
<tr>
<td>June</td>
<td>5739</td>
<td>354676</td>
</tr>
<tr>
<td>Totals</td>
<td>102,062</td>
<td>5,927,053</td>
</tr>
</tbody>
</table>
Ideally, the computer reservation system would be extended to monitor all computers throughout the Library building and the 24/7 computer lab. This would be beneficial for students if a planned for computer availability map becomes reality in the near future.

**Library Website Redesign**
The Library website redesign was completed in fall 2011, with the new design debuting during the winter quarter. Using the University web template as inspiration, the new Library website tries to make the most used features available from the home page with the incorporation of an accessible drop down menu. The website also strives to avoid the use of library jargon as much as possible, using terms our users are familiar with to help them find the resources they need.

**Library Mobile Website Design**
The Systems Group is also redesigning and updating the Library’s mobile website. Testing is currently underway with the jQuery Mobile Framework as the backbone of the website. This framework allows for content to display at optimum levels across many different types of mobile devices. The mobile website is planned for testing during the summer quarter with full availability by the fall.
Migration to Sierra Services Platform
The Systems Group is working with Innovative Interfaces, Inc., provider of the current Millennium ILS, and the University’s I&IT Department on a migration plan to the new Sierra Services Platform that will replace Millennium. The migration plan calls for a switch from a turn-key system to a system hosted by I&IT on a campus server. Although there are still many exciting challenges ahead, the eventual migration will provide library staff with a modern, user-friendly workspace that can be individually configured to their duties.

The Systems Group continues to work on the new look for the OPAC as seen here in this demo image:

![Demo Image of Cal Poly Pomona Library Catalog](image)

<table>
<thead>
<tr>
<th>2011-2012 Stats (July 1, 2011- June 30, 2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library website page views</td>
</tr>
<tr>
<td>Library catalog page views</td>
</tr>
<tr>
<td>Library catalog number of searches done</td>
</tr>
<tr>
<td>Tech Help Desk number of questions answered*</td>
</tr>
<tr>
<td>Public service workstations</td>
</tr>
</tbody>
</table>

*Fall 2011, Winter 2012, Spring 2012 – Monday to Thursday - 11:00 am to 3:00 pm, Friday 11:00 am to 1:00 pm

![Image of Library with Students]
As the nation’s largest public collection of Arabian horse materials, the W.K. Kellogg Arabian Horse Library is proud to be part of the Cal Poly Pomona community. Much collection development was undertaken in the fiscal year 2010/11, and at the end of that period, 412 monograph items (269 titles), and 1,118 serial/periodical items (40 serial titles, and 39 periodical titles) had been added to the collection, bringing the total number of items in the collection to 4,900 (1,883 monograph items, 3,017 serial/periodical items). Though our staff (2.5 FTE) is small, we work together to provide excellent service to our patrons and ensure the collection is cared for at the highest standard. In the past year, we have undergone tremendous change, which included moving the collection into a brand new space inside the University Library.

Construction began in March 2011, converting what was formerly slated to be additional compact shelving for the University Library into a beautiful new home for the W.K. Kellogg Arabian Horse Library. The catalogued materials as well as display items were moved into the new space in October, in preparation for the Ribbon Cutting Ceremony in
November. Construction was completed in December, and January was spent preparing for the public opening. The W.K. Kellogg Arabian Horse Library opened to the public on February first, 2012, and we welcomed visitors into our space with enough shelves for our current collection as well as room to grow, many display areas and cases, two large research/meeting tables, a projector and screen, two lounge chairs, a reception desk, a workroom, an archive, an office for the Arabian Horse Subject Specialist, and two public computer workstations.

![Book trucks lined up in compact shelving, ready to move into the new space, October 2011](image)

Collection development continued in the fiscal year 2011/12, and on 5/31/12, our collection had 5,929 total items (2,614 total monograph items, 3,315 total serial/periodical items). There were 731 monograph items (417 monograph titles) and 298 serial/periodical items (49 periodical titles, 26 serial titles) added to the collection this year. When compared to a list made before the collection was moved into the University Library, we are only missing 29 items, a number we are continually chipping away at.

We have had 2,797 visitors since opening in February, including local celebrities like Ron Simons as well as prominent individuals in the Arabian horse industry, such as author Mary Jane Parkinson, Dr. John Shelle, and members of the Arabian Horse Owners Foundation. The Arabian Horse Subject Specialist has traveled to some of the most prestigious Arabian horse shows and clinics in our region to publicize the opening of the new facility and network with important industry figures. Through this effort, she has also begun to garner donations.
Our staff continues to seek out education in the areas of Arabian horses and rare book care. We are honored and very excited that Katherine Staab has been accepted to attend the Western Archives Institute, an intensive training program for archivists, in July of 2012. We are also actively pursuing funding for a digitization project. Caryn Romo continues to inventory, evaluate, and remove duplicates from the periodical collection, and Louana Tipton has been creating an inventory of our photograph collection in preparation for a digitization effort. In the coming year, the WKKAHL staff will continue to evaluate and sort the remaining boxes of donated materials. We have begun creating an inventory of our archival collections.

WKKAHL staff is always happy to speak to and collaborate with other University departments, as well as outside researchers and groups. We are fortunate to be able to draw from the expertise of many other departments here at the University Library, and we are particularly grateful to the BAS department, not only for making the cataloguing and processing of WKKAHL materials a priority, but also for the translation talents of Marta Juszczak and Ferial Mansouri. We will be hosting interns from San José State University this summer and fall, and plan to continue fostering relationships with local library schools.

We are so proud of our accomplishments this year, and look forward to another year full of excitement and positive publicity.
Significant Events, Projects, Achievements, Etc.

- Major Donations
  - Gladys Brown Edwards films
  - Buck Brannaman horsemanship DVDs
  - Papers of Mary Bowles Nelson
  - *Thoroughbred Bloodlines*
  - Julie Goodnight horsemanship DVDs, CD, and book

- Publicity/Community Relationship Building
  - The WKKAHL is often in the news, locally and internationally: articles, both online and in print, e.g. *PolyCentric, Poly Post, PolyTrends, Check it Out* (CPP Library Newsletter), *Horsetalk, Patch, Arabian Horse World*, etc. as well as television (Charter Cable)
  - We often work with the W.K. Kellogg Arabian Horse Center (Jim Alderson, Kelly Piña, Mark Stinson, Marissa Shotwell-Tabke)

- Summer 2011
  - Construction continued (began March 2011)
  - Opened and sorted contents of boxes from storage (Katherine Staab, Caryn Romo, Louana Tipton, with Marta Juszczak)

- May 2011
  - Kellogg Legacy Endowment proposal (Katherine Staab with Wendy Vermeer)

- August 2011
  - Co-Chaired 2011 Library Retreat Committee (Katherine Staab)
  - Presentation to Agriculture Ambassadors (Katherine Staab)

- July 2011
  - Reclassification to “Library Services Specialist” (Katherine Staab, Caryn Romo, Louana Tipton)
  - First visit to W.K. Kellogg Arabian Horse Center (Katherine Staab, Caryn Romo, Louana Tipton)
  - Presentation to Rotary Club of Industry Hills (Katherine Staab)

- September 2011
  - Chair of Welcome Week Committee (included Open House and BroncoFusion) (Katherine Staab, also “embodied” Billy Bronco!)
  - Attended Arabian Horse Advisory Committee meeting (Katherine Staab)

- October 2011
  - Creation of flags to be used for processing GBE donations, special handling, etc. (Katherine Staab, Louana Tipton)
  - Added call number labels to all loose and bound periodicals in collection (Caryn Romo)
  - Gathered display items from W.K. Kellogg Arabian Horse Center (Katherine Staab, Caryn Romo, Louana Tipton, with Marta Juszczak)
  - All W.K. Kellogg Arabian Horse Library materials moved into new space (Katherine Staab, Caryn Romo, Louana Tipton, with Marta Juszczak and Danette Cook Adamson)
o Creation and installation of Visual Timeline for entryway (Katherine Staab with Ani Markarian, Jim Alderson, and Artwworks)

o Creation of Gladys Brown Edwards and significant trophies and books displays (Katherine Staab)

o Attended “Organizing Your Day with Outlook” (Katherine Staab, Louana Tipton)

o Visited storage facility to determine contents (Katherine Staab, Louana Tipton)

o Trained to batch load labels for bound periodicals (Louana Tipton with Yvonne Zhang and Victoria Vega trained Caryn Romo)

- November 2011

  o Ribbon Cutting Ceremony (Katherine Staab, Caryn Romo, Louana Tipton)
  
  o Transcribed into Excel entire list of items donated by Gladys Brown Edwards, 1,787 items (Katherine Staab, Caryn Romo, Louana Tipton); this list was used to ensure retention of all items from her collection
  
  o New W.K. Kellogg Arabian Horse Library website went live (Katherine Staab)
  
  o Edited WKKAHL monograph and periodical book processing procedures (Katherine Staab)
  
  o Created and edited WKKAHL collection development policy (Katherine Staab)
  
  o Took course, “The Art of Working with People” workshop (Katherine Staab)

- December 2011

  o Construction completed
  
  o Creation of User Access Policy and Researcher Registration Form (Katherine Staab)
  
  o Assessed needs and requested archival/preservation materials (Katherine Staab)
  
  o Traveled to UCLA to retrieve donation of Gladys Brown Edwards film footage (Katherine Staab, Louana Tipton)

- January 2012

  o Kellogg Foundation Board visited
  
  o Gave presentation to Glendora Historical Society (Katherine Staab)
  
  o Ordered supplies for start-up of W.K. Kellogg Arabian Horse Library (KS, Caryn Romo, Louana Tipton)

- February 2012

  o Main library entrance: W.K. Kellogg Arabian Horse Library signage added
  
  o Officially opened to the public. Regular hours: 10am-noon, 2pm-4pm, and by appointment
  
  o Changed status of Arabian horse materials in catalog from “u” (unavailable) to “o” (Library Use Only) and unsuppressed items for public view (Louana Tipton)
  
  o Scoping to Arabian Horse possible when searching the online catalog (Louana Tipton with Cecilia Huang)
  
  o Arabian Horse Owners Foundation members visited
  
  o Ron Simons visited (first of many times now!)
• New furniture: two lounge chairs and a low round table for lobby; New equipment: digital projector, walkie-talkie
• Unboxed catalogued collection (Katherine Staab, Caryn Romo, Louana Tipton, with Marta Juszczak)
• Kellogg Legacy Endowment proposal (Katherine Staab with Wendy Vermeer)
• Added new bookends to shelves (Caryn Romo, Louana Tipton)
• Updated Gladys Brown Edwards inventory list (Louana Tipton)
• Missing items project (Louana Tipton)
• Received CPR training (Katherine Staab, Caryn Romo, Louana Tipton)
• Attended Buck Brannaman Horsemanship Clinic (Katherine Staab, Caryn Romo, Louana Tipton, with Kim Erickson)
• Attended “Dealing with Difficult People” workshop (Katherine Staab, Caryn Romo, Louana Tipton)
• Joined Staff Council (Katherine Staab)
• Attended “Creating and Funding Preservation Projects to Enhance Collection Care” workshop (Katherine Staab, Louana Tipton)
• Attended Town Hall Meeting (Katherine Staab, Caryn Romo, Louana Tipton)
• Updated all staff on status of W.K Kellogg Arabian Horse Library (Katherine Staab)
• Attended Buck Brannaman Horsemanship Clinic (Katherine Staab, Caryn Romo, Louana Tipton)
• Attended 57th Annual Scottsdale Arabian Horse Show, in AZ; interacted with and talked about W.K. Kellogg Arabian Horse Library with various Arabian horse industry individuals and groups (Katherine Staab)
• Caryn Romo named Supplies Coordinator for WKKAHL
• Attended “Our Campus History” presentation (Caryn Romo, Louana Tipton)
• Trained on use of Reference Analytics (Katherine Staab trained Caryn Romo, Louana Tipton)

March 2012
• Created “Horses & Hollywood” display (Katherine Staab)
• Joined Book Display Committee (Katherine Staab)
• Attended SCELC Vendor Day (Katherine Staab)
• Attended Windows 7/Office 2010 workshop (Katherine Staab, Caryn Romo)

April 2012
• Attended National Library Week events (Katherine Staab, Caryn Romo, Louana Tipton)
• Friends of the Library event in W.K. Kellogg Arabian Horse Library (Katherine Staab gave presentation, Caryn Romo assisted)
• Hosted Michael Oppenheim and Nicole Forest Boggs (Katherine Staab)
• Gave tour to group of high school students (Katherine Staab)
• Hosted researchers Janelle Cornforth and Paul Bickner (Katherine Staab)
• Hosted alumnae Charlene Buckley and Judy Orriny (Katherine Staab and Louana Tipton)
• May 2012
  o Caryn Romo transferred to full-time in W.K. Kellogg Arabian Horse Library (now staff is two full-time and one part-time)
  o Katherine Staab attained permanent status at CPP
  o New furniture: four tables added to archive room
  o Attended Disaster Planning Workshop (Katherine Staab, Caryn Romo)
  o Attended Julie Goodnight Horsemanship Clinic, in Norco (Katherine Staab)
  o Attended Cal Poly Pomona Sunday Horse Show (Katherine Staab)
  o Hosted Arabian Horse Advisory Committee meeting (Katherine Staab)
  o Taught History 202 courses about the history of CPP and the W.K. Kellogg Arabian Horse Library; kept library open until 11pm for evening students (who would not otherwise be able to see the space) (Katherine Staab)
  o Attended Arabian Horse Association Region One Championships, in Del Mar (Katherine Staab)

Ongoing/Future Plans
• Continued professional development – especially equine education (Katherine Staab, Caryn Romo, Louana Tipton)
• Moving items from tables in compact shelving area into workroom and archive (Katherine Staab, Caryn Romo, Louana Tipton)
• Unboxing donations/uncatalogued monograph, periodicals, serials; sorting, marking to add to collection or discard (Katherine Staab, Caryn Romo, Louana Tipton with Marta Juszczak)
• Sorting, cataloguing, and inventorying collection (Katherine Staab, Caryn Romo, Louana Tipton)
• Organizing items in workroom and archive (Katherine Staab, Caryn Romo, Louana Tipton)
• Reviewing emergency response plan and safety procedures (Katherine Staab, Caryn Romo, Louana Tipton)
• Creating and editing Disaster Plan (Katherine Staab, Caryn Romo, Louana Tipton)
• Replying to email, phone, and in-person reference questions, tracking in Reference Analytics (Katherine Staab, Caryn Romo, Louana Tipton)
• Shelf-reading (Katherine Staab, Caryn Romo, Louana Tipton)
• Shelving of newly added materials (Katherine Staab, Caryn Romo, Louana Tipton)
• Attending webinars on various topics related to job duties (Katherine Staab, Caryn Romo, Louana Tipton)
• Attending Staff Appreciation Day and other university community events (Katherine Staab, Caryn Romo, Louana Tipton)
• CONTENTdm/Bookeye scanner request/proposal (Katherine Staab)
• Chairing 2012 Library Retreat Committee (Katherine Staab)
• Creating W.K. Kellogg Arabian Horse Library brochure (Katherine Staab with Deanna Stewart)
• Sending brochure with W.K. Kellogg Arabian Horse Center staff to hand out at events (Katherine Staab)
• Outreach to donors and possible publicity/funding sources (Katherine Staab)
• Seeking out and attending events, e.g., Arabian Horse Shows, at which to publicize the W.K. Kellogg Arabian Horse Library (Katherine Staab)
• Attending library-related professional development and networking opportunities, e.g., ALA annual conference (Katherine Staab)
• Reviewing and selecting art to hang in W.K. Kellogg Arabian Horse Library (Katherine Staab with Betty Ortiz)
• Attending Western Archives Institute, intensive archival and preservation training workshop (Katherine Staab)
• Maintaining wants lists (Katherine Staab)
• Updating website, Facebook presence (Katherine Staab)
• Seeking out library school interns for special projects (Katherine Staab)
• Looking into selling duplicates/unwanted donations for profit (Caryn Romo)
• Verifying periodical holdings, de-duping collection (Caryn Romo, Louana Tipton with Marta Juszczak)
• Communicating with periodical publishers: assessing outstanding debts, requesting complimentary subscriptions (Caryn Romo)
• Transcribing handwritten list of archival photographs and negatives of Kellogg Ranch and Arabian horses into Excel spreadsheet for ease of future searching and access (Louana Tipton)

Statistics
• Catalogued Materials
  o Last Year (as of 6/1/2011)
    ▪ Total items: 4900
      ▪ Monograph items: 1883
      ▪ Serial items: 3017
    ▪ Added in FY 2010/11
      • Monograph items: 412
      • Monograph titles: 269
      • Serial items: 1118
      • Serial titles: 40
      • Periodical titles: 39
  o THIS YEAR (as of 5/31/2012)
    • Total items: 5929
      ▪ Monograph items: 2614
      ▪ Serial items: 3315
      ▪ Missing: 29 items
  o Added in FY 2011/12
    • Monograph items: 731
    • Monograph titles: 417
    • Serial items: 298
      ▪ Serial titles: 26
- Periodical titles: 49
  - Reference Analytics
    - Since opening in February, we have answered 115 questions
    - February 2012
      - 25 reference questions answered
      - Please note, we do not have reference statistics before February 2012 as we had yet to be trained on the use of the program
    - March 2012
      - 26 reference questions answered
    - April 2012
      - 39 reference questions answered
    - May 2012
      - 25 reference questions answered
  - Monthly Gate Counts
    - Since opening in February, we have had a total of 2797 visitors
    - February 2012
      - 667 visitors
      - Please note, we do not have patron count data until 2/1/12, as our facility had yet to open to the public
    - March 2012
      - 483 visitors
    - April 2012
      - 756 visitors
    - May 2012
      - 891 visitors
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.
eLEARNING
In May of 2011, eLearning joined the University Library family becoming part of Academic Affairs and is now housed in the Library building on the 2nd floor office suite (15-2334). In October 2011, Dr. Shariq Ahmed was appointed as the Director of eLearning.

New logo and New Website in Fall 2012

A new logo was designed by eLearning and it is scheduled to be launched in the Fall 2012 quarter along with a brand new website. The new logo reflects our philosophy on environmentally conscious teaching and learning techniques. At eLearning, we encourage faculty, staff, and students to expand their approach to teaching and learning by effectually utilizing technology. The leaf sprout icon in the center represents the Campus Climate Commitment and green initiative where eLearning encourages faculty and staff to adopt online and hybrid instructional modes of course delivery with paperless handouts, e-texts, and other cost and environment-saving options.

According to the NMC 2012 Horizon Report for Higher Education, wireless and mobile applications and devices will be at the forefront over the next few years. The wireless waves in the logo represent connectivity between the campus community and technology at Cal Poly Pomona. The highlight on the top left of the logo represents the horizon line that reflects new technology and advancements. The typeface *ITC Souvenir Greek Light* was chosen to complement the logo providing a similar treatment between the serifs and the logo, the aesthetically pleasing negative space, and the geometric nature of each letter's shape. The color of the logo is *logo green, one of the official University colors* for Cal Poly Pomona. A subtle gradient is applied to the eLearning text to give the illusion of a light source.
In the Winter 2012 quarter, eLearning introduced their first quarterly online Newsletter. The eLearning Newsletter is aimed at providing the campus community an insight on the new services, events, and training and support opportunities available at eLearning. The newsletter is intended to help the professionals at eLearning to connect and communicate with the campus community and to help the campus community achieve their teaching, research, and scholarly pursuits. The eLearning Newsletter may be accessed at the following URL: http://www.csupomona.edu/~elearning/newsletter.shtml.

**Technologies Supported by eLearning**

eLearning is dedicated to providing training and support to faculty and staff on various technology tools to enhance their teaching, learning, and scholarship. The following are some of the enhancements in technology tools that have taken place over the past year.

**Updates in Blackboard**

**New Modules in Blackboard.** Two new modules have been introduced to the "My Blackboard" tab, which is the first page that appears after logging in. The Affordable Learning Initiative module gives a brief introduction and a list of helpful links to the campaign at Cal Poly Pomona that is meant to combat the growing cost of textbooks. The Research @ Your Library module provides Blackboard users with quick and easy access to several Library resources, including links to finding materials, a new user's guide, video tutorials, contact information, and FAQ.

**McGraw-Hill Connect Building Block.** During the winter 2012 quarterly maintenance the new McGraw-Hill Connect building block was enabled. Faculty that have been using McGraw-Hill Connect outside of Blackboard independently, can now pair their courses
from Blackboard to McGraw-Hill Connect creating a seamless link, enabling their students to access all of the McGraw-Hill Connect materials through Blackboard.

*Paste From Word Mashup Building Block.* During the spring 2012 Quarterly Maintenance, the Paste From Word Mashup Tool was added to the Cal Poly Blackboard system. The tool provides an easy way to paste text from Microsoft Word into Blackboard's Visual Text Editor. This tool allows the pasted content to appear as it did in the original Word document without any formatting errors. An eHelp tutorial for this tool is currently being developed.

*MERLOT (Multimedia Educational Resource for learning and Online Teaching) Search Building Block.* During the spring 2012 Quarterly Maintenance, eLearning, successfully tested, and with the help of I&IT, installed this building block. The MERLOT building block allows instructors to search MERLOT’s online multimedia materials and easily add links to the content into their Blackboard courses.

*Adobe Presenter*

The new Adobe Presenter offers exciting features including a quiz manager for question pooling and randomization in addition to the ability to Import and edit video in any format and export as SWF.

*Adobe Connect*

The new Adobe Connect allows users to create online meetings and includes features such as desktop sharing, audio and video conferencing, breakout rooms etc.

*Turnitin*

eLearning continues to support Turnitin and now it is available through Blackboard. Faculty are able to create Turnitin assignments on Blackboard, to which students can submit their papers directly. Originality reports can be generated and feedback provided to students through GradeMark.

*Echo 360*

eLearning has been offering workshops, support, and assistance to faculty who wish to capture (archive) their classroom lectures. Echo 360 is a fully automated lecture capture technology that enables faculty to seamlessly record and archive their lectures. The archived sessions are made available to the instructor in form of a web URL that they may post on Blackboard for students to preview and review the materials. The streaming archived lectures contain synchronized audio, video, and slides (or web resources) displayed in the course allowing for students to navigate through the content at their pace.

*iClicker*

The eLearning team, in collaboration with I&IT is in the process of upgrading to iClickers 2. The new iClicker boxes provide added features for faculty to actively engage students in the classroom. The iClickers 2 can be used with new (iClicker 2) remotes that provide added options for students, such as the capability to answer open-ended questions.
Multimedia Objects Repository

eLearning has been helping faculty develop Multimedia Learning Objects for the past few years. The Multimedia Learning Objects Repository is comprised of interactive multimedia artifacts created by Cal Poly faculty in collaboration with expert instructional designers at eLearning. Faculty use these invaluable multimedia resources to enhance their online, hybrid, or face-to-face courses.

To make it convenient for the faculty, eLearning has made the Multimedia Learning Objects Repository accessible through the Blackboard interface. Faculty may browse the full list of multimedia objects or search them by keywords. New multimedia learning objects are being developed and added regularly.

eLearning Achievements and Activities

In order to support the Cal Poly community in achieving their teaching and learning objectives, eLearning has been engaged in various activities, initiatives, and projects. Some of the projects, initiatives, and achievements are listed below.

CATS Online

On Friday May 4th, 2012, Jason Beers, an instructional designer at eLearning, presented an online session on Augmented Reality at the 2012 CATS online conference. This well attended session demonstrated two projects created with faculty for history classes and provided an overview of the Layar App, exploring how it could be used to create Augmented Reality experiences on mobile devices, including the use of 3D models, audio, and video.

CSU Symposium

The eLearning team and Julie Shen, from the Library collaborated to present a poster session at the 15th Annual CSU Symposium on University Teaching that was held on April 14th, 2012 at the Bronco Student Center at Cal Poly Pomona. The poster focused on the support that eLearning provides to Cal Poly faculty and staff through integration of pedagogy, resources, and faculty recognition through various programs. The poster may be accessed at the following URL:

http://www.csupomona.edu/~elearning/assets/newsletter/may2012/csusymposiumposter.html
eLearning instructional
designer, Erick Zelaya also
participated in a poster
presentation with Dr.
Barbara Hoeling and
graduating Baccalaureate
senior, Joshua Zeeman.

The poster was titled
"Changing the Way We
Teach: Integrating Online
with Face-to-Face
Instruction in a College
Physics Course." The
poster highlighted student
learning results and
opinions from Dr.
Hoeling’s physics class on refraction and lenses where student performance had increased drastically after they had gone through her online optics modules that eLearning was instrumental in developing.

The poster presented Dr. Hoeling’s survey results: 84% of students indicated that studying the Online Optics Modules was more interesting than reading the corresponding chapters in the textbook. Dr. Hoeling’s modules were lauded by fellow faculty members and attendees at the Symposium. Arizona State University’s Dr. Jane Jackson noted the modules to be "enjoyable"; Dr. Jackson shared the modules through the physics modeling list-serv that is comprised of approximately 2600 subscribers. The poster may be accessed at the following URL:
http://www.csupomona.edu/~elearning/assets/newsletter/may2012/csusymposium_zeeman_and_hoeling.html

**Polyteach**

Cal Poly Pomona hosted the first "Polyteach": Technology and the Innovative University” event on April 13th, 2012 at the Bronco Student Center. Renowned educators Chuck Dziuban and Candace Thille were the keynote presenters at the event. Polyteach focused on the usage and issues related to technology in the face-to-face, online, and hybrid classrooms.

The eLearning team led a breakout discussion titled "The Role of Technology and Online Teaching in Higher Education" that was well attended by participants. Additionally, eLearning team member, Bo (Soh) Choi set up an Adobe Connect meeting room, which provided a seamless connection to the keynote speaker, Candace Thille, who had missed her flight and could not make it to the event. The web conferencing solution enabled Ms.
Thille to deliver an interactive, audio-visual presentation and engage directly with the audience in a discussion, as well as answer their questions.

**Wall of Cool Speaker Series**
To recognize the recipients of the Wall of COOL, (Celebrating Outstanding Online Learning) eLearning invites faculty to participate as featured presenters in the Wall of COOL Speakers Series. Last year the first speaker of the series, Dr. James Kim of the Political Sciences Department, shared his experience of teaching PLS 202 in online/hybrid/face-to-face modes and the results of his comparative study. The second speaker, Dr. Paivi Hoikkala shared her presentation, "A Historian in Cyberspace," sharing successful strategies, and some failures, from a decade in online teaching and learning.

This year, Dr. Lin Wu, Professor of Geography in the College of Letters, Arts, and Social Sciences, was our featured speaker in the Wall of COOL Speaker Series. Dr. Wu shared her experiences in developing collaborative learning activities in her GEO351 class. This completely online GE class is comprised mostly of students who have never met or known each other before the class, so Dr. Wu has incorporated a variety of different strategies to provide collaborative learning experiences for her GEO 351 students.

eLearning also presented Dr. Anne Wohlck, Associate Professor of History in the College of Letters, Arts, and Social Sciences, as a featured speaker in the Wall of COOL Speaker Series. Dr. Wohlcke discussed how with the help of eLearning’s instructional designers, she achieved student engagement using iPads and Augmented Reality in the classroom focusing on the integration of these technologies into student assignments for her HST 421 Scientific Revolution and HST 399 History of Modern Nation States classes.

**Proctoring Center**
In collaboration with I&IT, eLearning is piloting a proctored testing facility dedicated to faculty who are teaching online and hybrid courses and who wish to partner with eLearning in the pilot program. During the pilot, faculty will be able to reserve in advance, and send students to the on-campus proctored testing facility. Students will be able to take online exams in a proctored lab environment at this location.

**eText Pilot**
In collaboration with I&IT, the Library, and the Bronco Bookstore, eLearning is participating in an eText pilot. The pilot has been designed to benefit Cal Poly students in selected courses by providing eTexts at no charge to students for the Fall 2012 quarter for roughly 20 sections or 800 students, depending on the participation for this pilot. Introduction of cost-effective or free textbooks for students aligns with the University’s strategic missions of Affordable Learning and the Climate Commitment.
Summer Institute 2011

eLearning, in collaboration with the Faculty Center organized the 2011 Summer Institute for faculty. The institute focused on training faculty on the pedagogy and technology tools involved in teaching and learning in the online and hybrid environment. A kick-off meeting was held on May 26th, 2011, followed by the actual Summer Institute that was held from June 27 through June 30, 2011. For the very first time in several years of annual and semi-annual institutes, faculty from all 8 Colleges participated.

EDSI (Engaging the Digital Student Initiative) 2012

eLearning, together with the Faculty Center for Professional Development will be hosting the 2012 summer institute titled "Engaging the Digital Student Initiative". Faculty members from five colleges will be engaged in a 4-day institute, with the goal to transform their current face-to-face courses to the online or hybrid environment. More information for the EDSI is available at the following URL: http://www.csupomona.edu/~elearning/edsi.shtml

Wall of COOL

eLearning presented five faculty members with the Wall of COOL (Celebrating Outstanding Online Learning) award at the annual eLearning Faculty Holiday Open House on December 12, 2011, at the University Library. Despite bad weather, faculty, staff, and administration, including the President and the Provost attended the celebration. Certificates were presented to Suketu Bhavsar from the College of Science, Barbara Bromley from the College of Education and Integrative Studies, Henry Co from the College of Business, Tanya Faltens from the College of Engineering and Eddie Mao from the Collins College of Hospitality Management.

Wall of COOL faculty were recognized for their outstanding online or hybrid courses, and were selected from those who used eLearning resources such as instructional design consultation, assistance with online and hybrid course design and development or multimedia learning object development. In addition, faculty celebrated on the Wall of COOL have attended an eLearning workshop or Institute emphasizing a comprehensive
and systematic approach to the integration of instructional technologies into teaching and learning with sound pedagogy.

Wall of COOL made the news in both the January 3rd edition of the President’s Message http://polycentric.csupomona.edu/news_stories/2012/01/pres-video-update-jan3.html


Visit the Wall of COOL interactive site at: http://www.csupomona.edu/~elearning/cool

**eLearning Liaisons**
eLearning provides dedicated teams of instructional designers who serve as liaisons to academic colleges. These experts are available for instructional design consultation, assistance with online and hybrid course development, media-rich content development, and college-based training workshops. The college eLearning liaisons are at your service to provide you assistance with any technological or pedagogical needs.

For a list of the liaisons see: http://www.csupomona.edu/~elearning/instructionaldesign.shtml

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**eLearning Faculty Workshop**
Studio 6
Studio 6 is one of eLearning’s most valued resources. Since its move from the CLA building to the centrally located second floor of the Library, Studio 6 has become a hub for faculty who need one-on-one assistance. Studio 6 provides faculty a high-tech facility where they may work closely with our instructional designers and multimedia production specialists for the development of online courses and instructional materials.

Affordable Learning Initiative (ALI)
In collaboration with the Library, eLearning has been actively involved in the Affordable Learning Initiative (ALI). ALI provides resources for faculty so they are able to choose affordable and cost-effective textbooks and course materials for their classes.

The eLearning team participated in the development of the ALI website (http://www.csupomona.edu/~library/ali/index.shtml) and the team is actively involved in the strategic planning and implementation of ALI across Cal Poly Pomona.

New faculty expert series
Starting this Winter 2012 quarter, eLearning, in partnership with the Faculty Center for Professional Development, began a series of new collaborative workshops sessions. The new workshops are driven by expert faculty members and instructional designers from eLearning and are aimed at introducing the best practices of integrating pedagogy and technology to enhance teaching methodology and augment student-learning outcomes. The expert faculty facilitating the workshops, share their experience in implementation of
these technologies in their actual classrooms, while the instructional designers address technical aspects and the pedagogy involved in the usage of specific technology tools.

Some of the broad workshop topics that were offered include: Effective usage of various Blackboard tools (Grade Center, Assignments, Assessment, Surveys, etc.); Usage of Turnitin for plagiarism detection; Teaching synchronously through Blackboard Collaborate or Adobe Connect; Web 2.0 Tools, such as Wikis, Blogs, Journals; Enhancing your teaching with Multimedia Objects; Usage of Social Networking in teaching; Innovative use of IPads in Education; Using lecture capture solutions to record and publish classroom lectures using Echo 360. The workshop calendar is available at the following URL: http://www.csupomona.edu/~elearning/workshops

Faculty Survey Results
In an effort to get feedback from faculty, eLearning sends out a quarterly survey as part of the eLearning Newsletter.

Here are some interesting findings from our Winter 2012 survey:

1. **On eLearning services utilized by faculty:**
   Of the faculty who responded:
   - 83.3% indicated that they either attended workshops or training sessions at eLearning.
   - 75% indicated that they received support from an Instructional Designer via email, phone, or face-to-face.
   - 75% indicated that they received support through Studio 6 either by phone, email, or face-to-face.
   - 50% indicated that they had attended a summer/winter institute.
   - 41% indicated that they had received support through their college liaison.
   - 25% indicated that they had developed multimedia learning objects with the help of an eLearning multimedia developer.

2. **What method of training and support do faculty prefer:**
   - Step-by-step printable, instructional documents posted on the web, and Tutorial videos posted on the web, were ranked the highest. Online workshops using Adobe Connect/Blackboard Collaborate, Scheduled workshops open to all faculty were ranked the second highest. These were followed by one-on-one training sessions and scheduled workshops for a select group of faculty.
FACULTY AND STAFF DEVELOPMENT INDICATORS

Library faculty activities range from teaching instruction sessions dealing with research methods and resources, face-to-face appointments with students or faculty to handle research queries, assessment of library collection in support of accreditation needs for academic departments, participation in peer reviewed publications, development of online tutorials, library guides, and presentations at conferences, workshops, professional organizations, etc., and collaborating with the surrounding community.

Like others on campus we faced many challenges, among them was the unexpected absence of one of our colleagues due to medical leave. We are grateful that our colleague has rejoined us. During this colleague’s absence, our dedicated librarians stepped in to take up the slack. They prepared and taught library instruction sessions in a discipline outside their own; they met (virtually and face-to-face) with faculty and students to discuss their research and informational needs; they prepared handouts and guides as needed; and they managed the necessary collection development activities. We thank them for their commitment to serving our students.

Following are the faculty activities by categories.

1. Research, Scholarship, and Creative Activities
(Relate only to work completed during the calendar year January 1, 2011 through December 31, 2011)

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

- Served as assistant editor for the peer-reviewed publication, Journal of East-West Studies, April 2011-present.

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

Danette Cook-Adamson
- Taught Library Instruction sessions for: MU, GEO, and HST.
- Planned “Favorite Poem Event”, April 12, 2011.
- Organized “Scrambled Eggs” event (a drama about mental illnesses), April 13, 2011.
- Planned Golden Leaves Program, April 15, 2011.
- Worked with Rick Cass (2011) in I&IT to transfer some obsolete archival video formats to digital format as a preservation effort. This is in followup to media consultant Lance Watsky’s recommendations that we received last year.
- Exhibit: Book Club of California – a wine related exhibit (June 2011); World War II Newspapers (featuring the collection owned by Cal Poly student Brandon Guzman), October 2011.
- Collections processed: Tau Alpha Chi Tax Fraternity Collection; Office of Student Life and Cultural Centers Collection; World Menu Collection; received the Willard Straight Papers Collection on a hard drive. The original collection is at Cornell University.
• Received help from Librarian Wendy Vermeer to create a Flickr page featuring images from the Robert Lawrence Balzer Collection, September 2011.
• Worked with Dr. Tanya Faltens to install the Mini-Rose Float Exhibit, December 15, 2011.
• Continued to purchase items from eBay to document the Southern California Wine Industry.
• Continued nurturing relationships with Library donors Paul Hofer, Ken Bennett, Richard Wagner, Dorothy Tucker, Kappa Adair Waugh.
• Continued building the Wine Industry Collection through eBay purchases, and also continued to receive donations to the Wine Industry Collection from Library donor Gail Unzelman.
• Continued building the Local History Collection.
• Continued communication with all Music Faculty about music related news and announcements, including notification about the new “Online Resources for Music” Library Guide, which includes links to the Music Tutorial, Music Resources on the Internet, and all music handouts for seven specific music classes: MU109 World Pop Music, MU310 History of Technology in Music, MU 418 Western Classical Traditions I, MU 419 Western Classical Traditions II, MU 420 Guitar Literature, Guitar Literature Class orientation, MU 425 Life and Death in the Arts.
• Worked with Ray Nottingham (a past wine student of Robert Lawrence Balzer) to transport many photographs to the Memorial for Mr. Balzer, which took place on Saturday Feb. 11, 2012 at Fairhaven Memorial Park in Santa Ana.
• Rex Shannon (Robert Lawrence Balzer’s nephew) brought more artifacts for the Balzer Collection on January 11, 2012.

James Koga

• Taught library instruction sessions for: BIO, SCI, and PHY.

• Publications/Websites 2011:
  • Aquarium Cycling with Household Ammonia, revised 2011
    http://www.csupomona.edu/~jskoga/Aquariums/Ammonia.html
  • Coastal Sage Scrub Links, revised 2011
    http://www.csupomona.edu/~jskoga/sagescrub/
  • Do It Yourself Bucket Drip Irrigation, revised 2011
    http://www.csupomona.edu/~jskoga/dripirrigation/
  • The Mr Moto Novels of John P. Marquand, updated 2011
    http://www.csupomona.edu/~jskoga/moto/
  • The Mudhen, A Literary Creation of Merrit Parmalee Allen, updated 2011
    http://www.csupomona.edu/~jskoga/mudhen/
  • Splitting California: Bibliography and Links, updated 2011
    http://www.csupomona.edu/~jskoga/splittingcalifornia/
  • The Physical Cal Poly Pomona, revised 2011
    http://www.csupomona.edu/~jskoga/physicalcalpoly/
Interim Website, Arabian Horse Library 2011-2012
http://www.csupomona.edu/~library/wkkahl/index.html (my website has been replaced with a permanent version)

RICS Employee Intranet (Webmaster), 2002-
http://libguides.library.csupomona.edu/referenceintranet

Cal Poly Pomona Librarians Group Website (Webmaster) 2005-
http://libguides.library.csupomona.edu/librarians

Save Our Chinatown Committee, Riverside, CA. (Webmaster) 2010 -
http://saveourchinatown.org/

Various websites of images documenting library workshops and programs.

Ann Morgan

- Taught library instruction sessions for: CE, MFE, ME, EGR, ETE, AG, ETT, and BIO.

Donald Page

- Taught library instruction sessions for: COM, BIO, CLS, IGE, PLS, HST, ANT, AG, and CEPLI.
- Lecture/library research techniques/tour for delegation from Zhejiang province, Modern History Institute, China. December 6, 2011.

Julie Shen

- Taught library instruction sessions for: MHR, AMM, GBA, BIO TRL, CIS, and AG.

Christy Stevens

- Taught library instruction sessions for: CPELI, GED, ART, PSY, EWS, IGE, ENG, SOC, LA, and EDS.

Wendolyn Vermeer

- Taught library instruction sessions for: IGE and ENG.
- WKKAHL Digitization Project Grant Proposal; submitted to Kellogg Legacy Endowment (co-author Katherine Staab).

2. Presentations at Professional Conferences
(Relates only to work completed during the calendar year, January 1, 2011 to December 31, 2011)

a. Local/Regional

Donald Page

- Co-presenter with Julie Shen and Christy Stevens: The CPP Library Student Assistant Research Support Program (LibStARS) at the CARLDIG-South conference, CSU Channel Islands. December 2, 2011.
Julie Shen
- CSU Symposium presentation on the topic of instructor-librarian collaboration, at CSU Channel Islands, April 2011.
- NW E-Learning presentation on the topic of Universal Design for Learning, June 2011.

Christy Stevens

b. National
Christy Stevens
- “Researching to Learn, Learning to Research: Teaching, Learning, and Researching Political Science in an Online Environment.” Short Course Presented at the American Political Science Association’s (APSA) 2011 Annual Meeting. Co-presenter. August 31, 2011, 1:00 PM-5:00 PM, Convention Center, Seattle, WA.

3. Professional Development Activities
(Relate only to work completed during the academic year July 1, 2011 through June 30, 2012)
Danette Cook-Adamson
- “Old Stuff, New Media: a workshop on using social networking to promote your archives”, September 14, 2011 – University of Southern California.
- IELDRN meeting at University of La Verne, October 25, 2011.
- Visit to Iron Mountain storage facility to investigate Arabian Horse materials stored there, October 6, 2011.
- Visited Robert Lawrence Balzer and his nephew Rex Shannon to pick up more artifacts for the Balzer Collection, November 16, 2011.
- Grant Writing Webinar pt. 1, November 2, 2011.
- Grant Writing Webinar pt. 2, November 9, 2011.
- Completed online training modules for Sexual Harassment, Back Safety, Office Safety, Fire Safety, and Hazard Communication. (2011),
- Edited and provided input to Scott MacConnell (Wine Warehouse in Los Angeles) on the article Jean-Louis Vignes: California’s Forgotten Winemaker. Gastronomica (Spring 2011), 89-92.
Emma Gibson
- Sierra Product presentation, August 2011.
- ebrary/Proquest meeting w/reps, September 2011.
- Provost Awards Symposia, October 2011.
- Web of Science workshop, November 2011.
- ALA Midwinter Conference, Dallas, TX, January 2012.
- Difficult People workshop (Debbi McFall) February 2012.
- MS 2010 Training, March 2012.
- Wall of Cool Speaker Series, April 2012.
- Webinar: eText Pilot (EDUCAUSE and Internet2), April 2012.
- Accessibility Workshop, April 2012.
- Domestic Partners Benefit workshop, May 2012.
- Student Payroll training, May 2012.
- Webinar: Summons Implementation, June 2012.

James Koga
- Webinar: Redefining the Academic Library: Managing the Migration to Digital Information Services, Part I, August 2011.
- Webinar: Redefining the Academic Library Managing the Migration to Digital Information Services, Part II, September 2011.
- Workshop: Affordable Learning Solutions: Reduce Textbooks cost by Using Alternatives, September 2011.
- Web of Science Workshop, November 2011.
- Attended part of the CALIFA Edgy Librarian 3.0 Web Conference, February 2012.
- Webcast: Your Library at Webscale, Feb 2012
- Webinar: Summon the Future w/ Dr. Mike Eisenberg, March 2012.
- Completed Conflict of Interest Training, April 2012.

Ann Morgan
- Webinar: ProQuest Administrative Module, August 9, 2011.
- Vendor rep meeting: ProQuest and ebrary, September 1, 2011.
- Vendor rep meeting: Sage, September 15, 2011.
- SCIUG (Southern California Innovative User Group) meeting, Claremont, October 8, 2011.
- Vendor rep meeting: EBSCO, October 19, 2011.
• SCELC Vendor Day (Southern California Electronic Licensing Consortium), March 1, 2012.
• Webinar: New GOBI Interface (YBP), April 3, 2012.
• CARL Annual Conference (California Academic & Research Libraries), San Diego, April 5-7, 2012.
• Vendor rep meeting: Susan Sanders and Dennis Weiss, Taylor & Francis (includes CRC, Routledge, other publishers), April 9, 2012.
• Vendor rep meeting, Walter Bremer, Gale, April 24, 2012.
• Vendor rep meeting, Jason Downs, SWETS, April 25, 2012.

Donald Page
• Visual Literacy Webinar, half day session, sponsored by Ohio University's School of Visual Communication, the Patton College of Education and Human Services, the Voinovich School of Leadership and Public Affairs, and the Journal of Visual Literacy. September 23, 2011.
• Attended “National Health Plan Proposals” presentation by Dr. Eric J. McLaughlin, FRL Department. October 11, 2011.
• Attended speaker event: Dr. Deborah Lipstadt, Emory University, Professor of Modern Jewish History and Holocaust Studies. November 9, 2011.
• Web of Science database training. November 17, 2011.
• Attended Google webinar: Believe it or not: Authority and credibility. November 18, 2011.
• Attended speaker event: “An Evening with Dr. Cornel West.” February 1, 2012.
• Attended “Today’s Student Veterans,” sponsored by Student Affairs, guest speaker Lieutenant Colonel Patrick O’Rourke. April 10, 2012.
• Attended speaker event: *Nanotechnology in Science & Fiction* by Dr. David Tanenbaum. April 19, 2012.
• Attended Affordable Learning Initiative awards ceremony and informational meeting. June 1, 2012.

Julie Shen

• ALCTS webinar on book repair, September 2011.
• Course design workshop by Dee Fink, hosted by Faculty Center for Professional Development, October 2011.
• Supporting Student-Edited Academic Journals webinar by Bepress, November 2011.
• Google webinar presented by Google librarian Tasha Bergson-Michelson on Search Literacy, November 2011.
• Serials Solutions webinar on Summon product, January 2012.
• Project Management Foundations webinar, January 2012.
• Califa web conference, February 2012.
• SCELC Vendor Day at Loyola Marymount University, March 2012.
• jQuery Mobile webinar by O’Reilly Media, March 2012.
• Principles of Mobile Interface Design webinar by O’Reilly Media, March 2012.
• Information Diet webinar by O’Reilly Media, March 2012.
• Plunkett Research database demo, March 2012.
• CSU ITL webinar on Mid-Career Faculty Development, hosted by the Faculty Center for Professional Development, April 2012.
• jQuery Mobile webinar by O’Reilly Media, April 2012.

• Journal Make-Over webinar by Bepress, May 2012.
• Advanced CSS Styling & Animations webinar by O’Reilly Media, May 2012.
• Bureau Van Dijk webinar, June 2012.
• American Library Association annual conference, June 2012.

Christy Stevens

• Attended American Library Association’s (ALA) Midwinter Meeting, San Diego, CA, January 7-11, 2011.
• Attended (and helped organize) the Faculty Center for Professional Development’s workshop on Teaching with the New York Times, February 9, 2011.
• Attended ALA’s Annual Meeting, New Orleans, LA, June 23-28, 2011.
Attended the California Academic Reference Librarians Discussion Interest Group - South’s (CARL-DIG) 2011 Fall Program: Reference Shopping Spree, December 2, 2011.

Wendolyn Vermeer
- SCIUG Conference, October 11, 2011.
- Ex Libris Alma briefing, Nov. 8, 2011.
- CALIFA Edgy Library 3.0 Virtual Conference, Feb 1, 2012.
- Guest lecturer at Don Page’s PCC Tech Services Course, May 1, 2012.
- Guest Speaker: CPP Sigma Tau Delta Honor Society, May 24, 2012.

Yvonne Zhang
- Affordable Learning Solution at CSUD presentation, July 29, 2011.
- Aiming for a Robust Metadata Infrastructure for the Future webinar, August 1, 2011.
- III Sierra presentation, August 18, 2011.
- SS Summon Webinar, August 29, 2011.
- Serials Solutions Webinar, October 7, 2011.
- SCIUG Annual Conference at Claremont College, October 20, 2011.
- SFX v. 4 Webinar, November 17, 2011.
- Ex-Libris Alma presentation at Claremont Colleges, November 8, 2011.
- SS Summon Webinar, November 10, 2011.
- Web of Science training, November 17, 2011.
- Xerxes Webinar, December 8, 2011.
- CALFA Edgy Librarian 3.0, February 1, 2012.
- CARL Annual Conference, April 5-8, 2012.
- III Link+ Directors’ Meeting, April 12, 2012.
- Nano Webinar, April 19, 2012.
4. Service to the Campus and the Community
(Relate only to work completed during the academic year July 1, 2011 through June 30, 2012)

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

Danette Cook-Adamson
- Library RTP Committee.
- Professional Leave Committee (reviewed 25 packages).
- Honorary Doctorate Committee.
- 75th Anniversary Planning Committee.
- Serve as supervisor to the WK Kellogg Arabian Horse Library.
- Continued supervising Library volunteers Jennifer Esteron and Hilary Gordon in their work on the Virginia Adair Collection.
- Participated in planning sessions for the Western Archives Institute, being held on campus during the next two years, and provided the local restaurant information they needed.
- National Library Week planning Committee.

Emma Gibson
- Metadata Librarian Search Committee.
- Chair, Digital Initiatives Librarian Search Committee.
- Disability Resource Center RTPC.
- Hart Award Committee.
- Budget Committee (Senate).
- University Council of Chairs.
- ALI Coordinator.
- Diversity Advisory Council, CTA.
- Big Read Committee in collaboration with Pomona Public Library.

James Koga
- Chair, Library RTP Committee.
- Library Chair Evaluation Committee (RTP Committee).
- Affordable Learning Initiative Team.
- Library Web Team.
- Photographer for various library events.

Ann Morgan
- University RTP Committee.
- Academic Affairs Budget Advisory Committee.
- Elections & Procedures Committee (Academic Senate).
- Affordable Learning Initiative Committee.
- CSU Collection Development Group
- Chair, Friends of the Library Organizing Committee.
- Dean’s Advisory Group (library).
- Editor of library newsletter: Check it Out @ the Cal Poly Pomona Library.
Donald Page
- Faculty advisor, Alpha Lambda Delta honor society; assist society officers in setting up banquet room in Kellogg West and attend banquet.
- RTP mentor for new librarian, Wendolyn Vermeer.
- Thesis/project format reviewer, spring quarter.
- Planning committee for the annual library retreat.
- General Education Committee; participated in GE Program Review by composing library and campus resources for the written Program Review report and arranging 2-day meeting space for external program reviewers.
- Library Collection Development Committee.
- Library Book Display Committee.
- Participated in the interview visits by two candidates for the Digital Initiative Librarian position.

Julie Shen
- Academic Senate.
- Academic Senate Executive Committee.
- Webmaster, Asian Pacific Faculty Staff Student Association.
- Faculty Development Advisory Council.
- Learning Communities Committee.
- Faculty advisor, Taiwanese Student Association.
- Chair, University Research Council.
- UR-BRONCO (aka URFAC), member.

Christy Stevens
- Accessible Technology Initiative (ATI) Access and Compliance Team (ACT).
- Technology and Information Literacy Task Force. Senate Presentation on 5/18/2011.
- eLearning Advisory Board.
- First Year Experience Planning Committee.
- Affordable Learning Initiative.
- Search Committee for the eLearning Director.
- Search Committee for the Digital Initiatives Librarian.

Wendolyn Vermeer
- Faculty Affairs (Academic Senate Standing Committee).
- Honorary Doctorate Committee.
- Digital Initiatives Librarian Search Committee.
- I&IT Email Task Force.
- Library Open House Committee.
- Book Display Committee.
- Chair, National Library Week Committee.
Yvonne Zhang
- University Academic Senate Academic Programs Committee.
- Library RTP Committee.
- Chair, Library Arabian Horse Subject Specialist Search Committee.
- Chair, Library Metadata Librarian Search Committee.

b. Presentations/ Programs (library, campus, community, or CSU)
Danette Cook-Adamson
- Presentation “Doing Oral History” to the Zhejiang Modern History Delegation, a group of visiting Chinese scholars, December 5, 2011.
- Presentation “Caring for your Photographs” to the Zhejiang Modern History Delegation, a group of visiting Chinese Scholars, December 7, 2011.
- Presentation to PaceSetters Group (retired Faculty/Staff), “A History of Wine in Southern California” (also later published in the PaceSetters newsletter), October 27, 2011.
- Presentation “Caring for your Family Photos”, May 17, 2011.

Emma Gibson
- ALI presentation during Fall Conference week, September 20, 2011.
- Presentation to Academic Senate re: ALI, September 28, 2011.

Ann Morgan
- Lunch & Learn for CPP Staff, November 1, 2011.
- Treasures of the W.K. Kellogg Arabian Horse Library, reception and tour, April 12, 2012.
- Organized and publicized Web of Science training session taught by Thompson-Reuters training specialist, November 17, 2011.

Donald Page
- Presentation and library tour for Dr. Robert Bell, Vice President for Student and Learning Services, Pasadena City College. Purpose: To review faculty/student collaborative facilities at CPP Library.

Julie Shen
- Conducted a presentation for the Economics Club.
- Conducted two Web of Science database workshops.

Christy Stevens
- Gave Zotero workshops for faculty and students, January 18 & 19, 2011.
- Gave a presentation on integrating information literacy into courses for the Information and Technology Literacy Faculty Learning Community, January 28, 2011.
- Gave a presentation on “Integrating Library Resources and Services into Blackboard” at eLearning’s Summer Institute for Online and Hybrid Course Development, June 30, 2011.
Wendolyn Vermeer
- “Finagling Photos with Flickr,” October 20, 2011.

Yvonne Zhang
- Taught a 2 hour course on “Library and Information Science issues and trends” to Chinese visiting scholars at Cal Poly Pomona, December 9, 2011.

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

Danette Cook-Adamson
- Dec. 8, 2011 - Provided information to Kristen Hayashi, curator at the Natural History Museum of Los Angeles County, with information for an exhibit they are having at the Museum. They needed specific information on the grape varieties grown by Jean Louis Vignes in Los Angeles during the mid-1800’s, and we had the information in our research files.
- 16 students and 2 teachers visited from Marco Forster Middle School in San Juan Capistrano, December 8, 2011.
- Helped Janet Noll from the Music Dept. get in contact with composer Seymour Bernstein, November 2011.
- Helped Dr. Nadia Shpachenko, from the Music Dept. gather a long list of scores she needed to be placed on reserve for her MU 420 class, October 2011.
- Helped to move Arabian Horse Library into its new location October 18-21, 2011.
- San Jose State University Library School student Jayma Cherney visited to learn about archival collections, September 13, 2011.
- Interviewed by San Jose State University Library School student Brenda Suh, April 20, 2011.
- Interviewed by San Jose State University Library School student Vanessa Lucero to learn about archives, February 10, 2012.
- Pulled materials for wine scholar Thomas Pinney, who visited to use the Wine Industry Collection, September 2011.
- Two tour groups from Hollingworth Elementary School (5th grade class) visited Special Collections, May 19, 2011.
- Tour group from Columbia Magnet School in Adelanto visited Special Collections, March 8, 2012.
- Assisted poets Robert Mezey and Dr. Nancy Ware as they went through the Virginia Adair Collection and selected poems for a new book.

Ann Morgan
- American Society for Engineering Education, Engineering Libraries Division. Member of Publications Committee. Did peer review for 3 papers submitted by ELD members for publication in annual conference proceedings.

Christy Stevens
Member, ACRL’s Information Literacy Coordinating Committee, July 2011-June 2012.
- Member-at-Large, Executive Committee of the ACRL’s Instruction Section, 2009-June 2011.

Wendolyn Vermeer
- Program Chair, Southern California Technical Processes Group (SCTPG).
- Planning Committee, Southern California Innovative Users Group (SCIUG).

Yvonne Zhang
- Member, SCIUG (Southern California Innovative Users Group) Executives Committee, 2007- present.

5. External Funding
(Academic year July 1, 2011 through June 30, 2012)

Danette Cook-Adamson
- NEH Preservation Assistance Grant - $5971
- $4000 donation from Paul Hofer for ongoing support of our Hofer student internship, February 2011.
- Received $100 from Debra and Douglass Adair. We later received an additional $300 donation from Kappa Adair Waugh to help finance the work of Connie Kimos, who is helping to process the Virginia Adair Collection, December 19, 2011.
- $4000 donation from Paul Hofer for ongoing support of our Hofer student internship, October 2011.
- $1000 from John Loomis (Thirtieth Street Architects) for use of our photographs of Guasti, March 2011.

Emma Gibson
- ALI funding for student assistants support from Gerry Hanley (Chancellor Office). $12,000, 2011-2012.

Ann Morgan
- Kellogg Legacy Project Endowment grant for Web of Science subscription and backfile. $100,000, 2011-2012.

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