UNIVERSITY LIBRARY ANNUAL REPORT
2014-2015

Cal Poly Pomona
3801 W. Temple Ave.
Pomona, CA 91768

http://www.cpp.edu/library

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MESSAGE FROM THE DEAN

The Library, being the heart of the University, supports the University in its mission, “to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for lifelong learning, leadership and careers in a changing multicultural world.”

Librarians are educators with a wide range of specializations, as such they have developed an active instruction program to help students in the discovery, evaluation, and use of information resources. Of equal importance is our work with students to teach them how to critically and ethically use information. Library instruction supports student success, helps students understand what scholarship is and prepares them to be better researchers, as well as informed citizens.

As one of the campus’ largest employee of students, the Library faculty and staff gives Cal Poly Pomona students work experience in an academic environment that adds value to their educational experience. In addition to the academic support that we offer, the Library creates unique opportunities for students that add to their success: working as a team to solve real-life problems, learning how to successfully interact with people, utilizing the latest technologies, and general life skills. In reality it is a win-win situation. The contributions of our student workers have tremendous impact on the services we are able to offer the campus and the community.

The next two pages list a few of our key statistics and achievements. The remainder of this annual report gives details about our activities and achievements during 2014-15.
KEY STATISTICS AND ACHIEVEMENTS FOR 2014-2015

- During 2014-15 there were 1,269,836 Visitors to the Library, 4% increase
- Circulation stats and use of the library collections: 2,054,028, 47% increase
  - 34,178 items were checked out of the Library
  - 15,342 items were used in-house
  - 18,219 items checked out from reserve (7,002 of these were ereserve materials).
  - 26,581 items were processed via document delivery or link+
  - Over 1,959,708 full text articles, chapters. etc., downloaded via our electronic resources, 104% increase
    - Over 428,018 ebook downloads were recorded, 36% increase
- 51,673 hits on our tutorial pages, 204% increase
- 214 library instruction sessions (15% increase), reaching 6,040 students
- 305,132 page views of LibAnswers and LibGuides, 5% increase
- 56 workshops and presentations
- Development of a for-credit course: Information Diet to improve students’ information literacy skills (will be discussed this fall in the Academic Senate)
- 5,602 titles added to Library Catalog
  - 2,773 monographs
  - 54 serials
  - 1,78 ebooks
  - 525 full text ejournals
  - 272 media
- 3,608,455 library website page views, 12% increase
- The Library is opened 91.5 hours per week
- 27,763,067 library catalog page views, 62% increase
- 964,422 searches in library catalog
- 69,300 total research contacts, 131% increase
• **34,629** group study room sessions with 87,106.50 hours of use (this year only student use was tracked – **6% increase in use**)

• Participated in **Orientation** visits for new students, **BroncoFusion, Welcome Back** and **Homecoming** activities

• **5,722** visitors to the **W. K. Kellogg Arabian Horse Library**

• Participation in the **Affordable Learning Initiative (ALI)** project continues to grow – over 300 Featured Faculty

• Continues the **Tip of the Week** program to help publicize our services (via posters, online, and social media)
PUBLIC SERVICES

The Public Services Unit in partnership with the Bibliographic Access Services, and the Systems Department supports the missions of the Library and the University by providing quality resources and services in support of the curriculum, assisting students, faculty, staff, and other users in finding information, facilitating access to information through traditional and evolving technologies, and teaching concepts and skills necessary for conducting research and becoming both a lifelong learner and information literate.

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

The Public Services Unit consists of the following departments:

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

- **Reference, Instruction/Information Literacy, and Collection Services**
  - Reference – research help face to face at desk, by appointment, email, chat, or online
  - Instruction – library and research instruction, Information Literacy skills, face to face, and online via tutorials and videos
  - Collections Management – selects, acquires, and manages resources in support of the curriculum
  - Subject Librarians – liaisons for academic departments to help faculty and students with the above services under Reference and Instruction above.

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

- **W.K. Kellogg Arabian Horse Library** – houses and manages the Arabian horse materials

LIBRARY AS A PLACE

The Library is the place for individual or group study, various kinds of intellectual interactions, and a social meeting place as well. Students at all levels still need and want to go to the library now more than ever before. Going to the library adds value to their learning experience and offers many of the tools and experiences that will give them the competitive edge they will need to succeed after their formal education is completed. There is an expectation that the library is the THERE WERE OVER 1.2 M VISITORS TO THE LIBRARY IN 2014/15.
place to be, the place to study, and the place with varied learning environments. With the increased library hours came a larger student presence. We continue to provide a safe learning experience by employing Community Service Officers to help monitor the library building and its environment.

**LIBRARY STAFFING**

Current library staffing consists of 36 members. This includes 27.75 library support personnel with 8.25 librarians and the dean. The library staffing (support staff and librarians) has been consistently decreasing in the last 10 years. Within the last two years, there were three retirements among the support staff and three among the library faculty. Although the library continues to improve and branch out with its resources and services, there is a limit to how much we can continue to extend ourselves without increasing our staff. Therefore we are pleased with the provost’s decision to approve the hiring of a tenure-track position for the 2015-16 academic year. We will continue to examine our staffing for ways to improve our effectiveness and to improve efficiencies while at the same time working to obtain approval to fill necessary positions. The library’s staff to student ratio is 1.91 staff members to every 1,000 students. This number is below the staff to student ratio for CSUs with similar full-time equivalent students (FTES) total. Their ratio ranges from 3.10 to 4.69 per 1,000 students.
Access Services primary function is to facilitate physical access of library materials for our users via the circulation desk and the book shelves. We offer various service options such as resource sharing using Link+ and Document Delivery and the availability of electronic and print-based reserves. Access Services oversees areas crucial to student learning such as the study areas and group study rooms. These areas are monitored to ensure that students’ expectations are being met (e.g., quiet areas). We provide assistance with the microform collection and equipment, retrieve materials from compact shelving (during the closure of the first floor), help with pharos printing, and strive to maintain a quick turnaround time for returning library materials to the shelves. At the circulation desk our primary functions are: welcoming students, registering new patrons, checking in and out materials, handling fees, fines, and overdue notices, paging reserve materials, and providing access to miscellaneous services such as “lost and found” and the loaning of head phones. We also participate in library and university committees (see page 16) to develop and implement better customer service, library policies, and procedures to better serve the campus community.
The Library is a busy place with students studying, reading, resting, or visiting.

Table 1. Gate Count Comparison - Library Visitors

<table>
<thead>
<tr>
<th>Gate Count</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>22,343.00</td>
<td>19,904.00</td>
</tr>
<tr>
<td>August</td>
<td>19,187.50</td>
<td>16,181.50</td>
</tr>
<tr>
<td>September</td>
<td>31,628.50</td>
<td>39,817.00</td>
</tr>
<tr>
<td>October</td>
<td>184,460.00</td>
<td>195,880.00</td>
</tr>
<tr>
<td>November</td>
<td>140,514.50</td>
<td>144,440.50</td>
</tr>
<tr>
<td>December</td>
<td>81,551.50</td>
<td>84,592.00</td>
</tr>
<tr>
<td>January</td>
<td>126,289.00</td>
<td>130,894.50</td>
</tr>
<tr>
<td>February</td>
<td>143,260.50</td>
<td>148,932.50</td>
</tr>
<tr>
<td>March</td>
<td>115,249.50</td>
<td>121,526.50</td>
</tr>
<tr>
<td>April</td>
<td>141,810.50</td>
<td>148,433.00</td>
</tr>
<tr>
<td>May</td>
<td>141,217.00</td>
<td>140,041.50</td>
</tr>
<tr>
<td>June</td>
<td>78,632.00</td>
<td>79,192.50</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1,226,144</strong></td>
<td><strong>1,269,836</strong></td>
</tr>
</tbody>
</table>

(43,272 difference, 3.6% increase for 2014/15)
Chart 1. Monthly Gate Count

- Chart showing monthly gate counts for 2013/14 and 2014/15, with months labeled from July to June.

Chart 2. Quarterly Gate Count

- Chart showing quarterly gate counts for 2013/14 and 2014/15, with quarters labeled as Summer, Fall, Winter, and Spring.

Totals: 2013/14 = 1,226,144 and 2014/15 = 1,269,836
The Circulation Desk is responsible for checking materials in and out of the library, providing assistance with basic directional and informational questions, answering questions about library privileges, and handling fees and fines. We also provide assistance with microform material and equipment and help with general printing.

Both desks on the second floor (the Circulation Desk and the Research Help Desk) are now staffed with LibStARs. LibStARs are a group of friendly, highly trained student assistants available to help students with general types of reference questions. This enables students to obtain basic reference help at either desk. Librarians are on-call for the more advanced research questions.

LibStAR at the Circulation Desk

### Chart 3. Checked out Items

<table>
<thead>
<tr>
<th></th>
<th>Checkout:</th>
<th>Checkin:</th>
<th>Renewals:</th>
<th>Holds requested:</th>
<th>Recalls:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>30,479</td>
<td>26,451</td>
<td>4,395</td>
<td>305</td>
<td>7</td>
</tr>
<tr>
<td>2014/15</td>
<td>29,783</td>
<td>27,032</td>
<td>4,395</td>
<td>312</td>
<td>6</td>
</tr>
</tbody>
</table>

### Chart 4. Self-Serve Transactions Chart

<table>
<thead>
<tr>
<th></th>
<th>Checkout:</th>
<th>Checkin:</th>
<th>Renewals:</th>
<th>Remote renewals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>13,035</td>
<td>14,342</td>
<td>85</td>
<td>15,793</td>
</tr>
<tr>
<td>2014/15</td>
<td>10,082</td>
<td>12,102</td>
<td>52</td>
<td>14,782</td>
</tr>
</tbody>
</table>
**RESERVE**

Reserve services contribute to students learning process by maintaining a collection of traditional and on-line materials chosen by instructors to support and complement their courses. This service (which includes eReserve) also contributes to the efforts of the Affordable Learning Initiative to help faculty locate and provide affordable alternatives to expensive textbooks.

Table 2. Reserve Transaction Activities:

<table>
<thead>
<tr>
<th></th>
<th>2013/14</th>
<th>2014/15</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RBR LOCATION ONLY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checkout</td>
<td>10594</td>
<td>11217</td>
<td>6%</td>
</tr>
<tr>
<td>Check-in</td>
<td>10558</td>
<td>11193</td>
<td>6%</td>
</tr>
<tr>
<td>Renewals</td>
<td>30</td>
<td>50</td>
<td>67%</td>
</tr>
<tr>
<td>Holds Requested</td>
<td>3</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>Recalls</td>
<td>0</td>
<td>0</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>7181</td>
<td>7002</td>
<td>-3%</td>
</tr>
<tr>
<td># of Instructors</td>
<td>23</td>
<td>35</td>
<td>52%</td>
</tr>
<tr>
<td># of Courses</td>
<td>46</td>
<td>67</td>
<td>46%</td>
</tr>
<tr>
<td><strong>TOTAL RBR COLLECTION</strong> (e.g., books, ebooks, eReserve, media, class objects, etc)</td>
<td>2201</td>
<td>2229</td>
<td>1%</td>
</tr>
</tbody>
</table>

**DOCUMENT DELIVERY**

Document Delivery provides students, faculty, and staff access to materials not held in our library. This includes journal articles, books, and other alternative formats.

We processed 4,235 Borrowing requests for the fiscal year 2014/15. We cancelled 246 loan and article requests; 857 requests were in-house processing. This involved staff time to locate materials copy, fax, and/or prepare for shipping.

Chart 5. Borrowing Requests

<table>
<thead>
<tr>
<th></th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>3,527</td>
<td>3,586</td>
</tr>
<tr>
<td>Books</td>
<td>749</td>
<td>649</td>
</tr>
</tbody>
</table>
Our Borrowing requests decreased by 1%. This is much lower than the 24% decrease last year. That, we surmised, was due to the increased availability of full text from our databases and our growing ebook collections. This seems to be leveling off.

We processed 9,639 Lending requests and cancelled 7,517. Most of those cancelled were due to embargo conditions imposed by the publishers. This means that access to full text was not available for the specified dates or time periods.

Chart 6. Lending Requests

<table>
<thead>
<tr>
<th></th>
<th>Articles</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>6,539</td>
<td>3,136</td>
</tr>
<tr>
<td>2014/15</td>
<td>6,479</td>
<td>3,160</td>
</tr>
</tbody>
</table>

**LINK+ SERVICES**

Link+ material provides new opportunities for research. This service allows students to access material that the Cal Poly Pomona library does not own.

This service has shown an increase in borrowing of 3.7%, while lending of material has decreased by 6.2%.
STACK MANAGEMENT

Our purpose is to provide well-maintained accessibility to the Library’s general collection. Our prime responsibilities include:

- Shelving - Newly received materials and items as well as re-shelving material returned by borrowers, used in-house, and returned from bindery or repair
- Managing Shelf Space - by monitoring growth in all areas of the stacks and shifting to alleviate crowding
- Shelving Accuracy - Managed through regular shelf reading

Table 3. Shelving Statistics by Floor

<table>
<thead>
<tr>
<th>IN-HOUSE USE</th>
<th>2013/14</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor 1/Main1</td>
<td>720</td>
<td>1,038</td>
<td>44%</td>
</tr>
<tr>
<td>Floor 3/Main3</td>
<td>3,963</td>
<td>2,724</td>
<td>-31%</td>
</tr>
<tr>
<td>Floor 4/Main4</td>
<td>2,264</td>
<td>1,745</td>
<td>-22%</td>
</tr>
<tr>
<td>Floor 5/Main5</td>
<td>4,566</td>
<td>2,419</td>
<td>-47%</td>
</tr>
<tr>
<td>Floor 6/Main6</td>
<td>2,132</td>
<td>1,288</td>
<td>-39%</td>
</tr>
</tbody>
</table>

| Reference        | 262     | 310     | 18%      |
| New books/serials* | 11,135  | 3,429   | -69%     |
| New Periodicals  | 2,508   | 2,214   | -11%     |
| Current/bound    | 1,205   | 175     | -85%     |
| Floors 1, 3-6    | 71,441  | 72,375  | 1%       |

*This decrease is due to the decreased in fundings for books. As online resources get more expensive, there are less funds for print resources.
ACCESS SERVICES STAFF’S PARTICIPATION ON COMMITTEES
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.

- Lore Gravino: I-SPIE Conference Task Force Committee
- Lore Gravino: Staff Council Election Committee
- Lore Gravino: National Library Week Committee
- Lore Gravino: Cal Poly Pomona Toastmaster’s Club
- Paul Hottinger: Library Web Team Committee
- Paul Hottinger: Library Outreach Committee
- Paul Hottinger: CSU Unified Library Management System RFP Committee
- Paul Hottinger: Executive Board Member, Cal Poly Pomona Staff Council
- Paul Hottinger: Welcome Week Committee
- Paul Hottinger: National Library Week Committee
- Paul Hottinger: Link+ Steering Committee

ACCESS SERVICES STAFF’S TRAINING AND WORKSHOPS PARTICIPATION
- CPR/First Aid
- Cal Poly Pomona Payroll
- Evacuation Procedures
- Engineering Fair
- CSU Unified Library Management System
- Ex LIBRIS ULMS Webinar
- EBSCO Discovery ULMS Webinar
- Innovative Interfaces ULMS Webinar
- ProQuest ULMS Webinar
- Journal Citation Report Webinar
- Employee Payroll Training: PeopleSoft
- Employee Payroll Training: Attendance
- I-SPIE Conference at SDSU
- Inaugural Academics Affairs meeting
- LibAnswers Training
- Supervisor Anti-Harassment Online Training
- Dealing with difficult people
- Environmental Health & Safety Online courses
- Reference Analytics training
- Web of Science Training
- Emergency Health and Safety Training
STUDENT ASSISTANTS
Student assistants are an integral part of our services. We could not fulfill our mission without them. We are pleased that we are able to participate in helping them achieve their goals during their time at the university. Kudos to our 30 Student Assistants in Access Services! Below are a few of the students from Stack Management.

COMMUNITY SERVICE OFFICERS (CSO)
Community Service Officers continue to enhance the safety and security of the Library by increasing visibility via uniformed presence/patrols during evening hours of operation. Community Service Officers report incidents of individual or group behavior to the appropriate staff member on duty. Suspicious persons/activities will be reported directly to the university police dispatcher for police officer response.
LIBRARY DOCENTS
Docents are a vital and valued part of the library. They share their time and talents with the Cal Poly Pomona community. As always, we are grateful for their contributions. They volunteered over 200 hours during 2014-15.

Betty Ortiz

Fred Meeker

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

**Personal Research Consultations with Subject Librarians**

**Research Help via Chat and Email**

**Point-of-Need Personal Assistance @ the Research Help Desk**

**Online Research Guides, Tutorials, and Tours**
Instant Answers to Questions via Our Automated FAQ System

FAQ - Got questions? Get Answers!

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do I get an article that the library doesn't have?</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td>How do I get books and articles that our Library doesn't own?</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td>How do I get articles that our Library doesn't own?</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td>How do I check out Library materials (Books, DVDs, etc.)?</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td>How do I get materials from different libraries?</td>
<td>Q&amp;A</td>
</tr>
</tbody>
</table>

Text a Librarian Research Help Service

Have a question about the library?

Text Us!
Research help for students who are on the go

Text a Librarian @ (909) 891-0991

Course Integrated Library Instruction
SUBJECT LIBRARIANS: PARTICIPANTS IN STUDENTS’ SUCCESS

While some assume that libraries and librarians have become less relevant in the digital age, those who work in libraries know that they are needed now more than ever before. Nearly every Cal Poly Pomona librarian works with specific academic departments or an entire college. These librarians are the guides who help students and faculty navigate a constantly shifting environment of information and communication technologies. They not only select the digital scholarly resources students and faculty need for teaching, learning, and research (the vast majority of which are not available for free online) but also teach researchers how to access and effectively use these tools. For example, when students approach the Research Help Desk with advanced research questions, they are referred to subject librarians who help them refine their focus, determine which kinds of information formats are appropriate to their needs, select search tools, refine search results, and evaluate the suitability of materials found for their specific research topics. Students (and faculty) also frequently contact subject librarians directly to set up research appointments, having previously met their librarian in a library instruction session or discovered the subject specific online research guides and resources the librarian created.

WAYS SUBJECT LIBRARIANS WORK WITH STUDENTS

There are many ways that students can (and do!) get research help from librarians. Many students prefer to get help face-to-face, as is evident from the hundreds of questions librarians field every year at the Research Help desk and in their offices during research consultations. However, librarians also connect with students in a variety of digital environments as well, answering research and library related questions via email, chat, texting, and an online automated FAQ system (students type in a question and then are directed to the most relevant answer in our growing knowledgebase).

Chart 8. Reference Department Statistics: 7-year Comparison
All service points had an increase this year which resulted in a **334% increase over last year’s total** (2014/15: 69,052 and 2013/14: 15,919). Since 2008, the library’s staff of Reference & Instruction librarians has been cut in half, which has negatively impacted the number of students we are able to reach. In 2014/15 we had two subject librarians working half-time (FERPing) - the College of Science librarian and the Engineering librarian. This raises additional concerns about our ability to meet the research and information literacy instructional needs of students with such a small staff.

**Efficient Use of Personnel to Better Serve Library Users/LibSTARS**

When looking at the Research Help Desk specifically over the past four years, only 12% of questions asked at the Research Help Desk have been labeled “advanced research.” That means that 88% of the questions asked at the Research Help Desk from 2011-15 could be effectively answered by well-trained students. This data supports our decision to move librarians off the desk so that they could pursue work that requires their training and expertise. At the same time, our backup librarian program is an effective way to ensure that those 12% of students who do come to the desk with research questions can still get them answered on-demand, at the point of need. We have extended our LibSTAR program to include student assistants at the Circulation Desk as well. This is the first step toward our one-service desk model and ensures that students are efficiently serve at whichever desk they arrive at.

The Library’s LibSTARs (**Library Student Assistant Researcher Support**) program marks one creative attempt to continue to provide traditional reference services (in this case, staffing a Research Help Desk) despite being short-staffed. Students with questions often feel more comfortable approaching a peer rather than an adult with their questions, so by staffing the desk with LibSTARs, we make it more likely that students who need help will actually get it. LibSTARs handle directional, printing, and other basic questions, but they refer advanced research questions to on-call librarians.

The LibSTARS program also adds value to the lives of the LibSTARs themselves, as they gain valuable work experience providing high quality customer service to the CPP community. They gain leadership experience as well, since the students they assist look up to them as peer-mentors. LibSTARs also learn advanced research skills that help them excel in their courses and prepare them for lifelong learning. As an example of this success - we've had five of our LibSTARs go on to obtain or is currently working toward a graduate degrees in Library Science.
This year, over 69,300 research, technology, directional, and facility and services questions were asked either in the library or online, a 131% increase from last year’s figure of 30,000. Of the total “basic research” questions that were asked this year, 55% were asked at the Circulation Desk and 28% were handled at the Research Help desk (Chart 9). Whereas of the total “advanced research” questions that were asked this year, 41% of those were asked at the Research Help desk and 31% were handled directly by subject librarians (Chart 10).

Chart 9. Basic Research 2014/15
LIBRARY INSTRUCTION AND INFORMATION LITERACY
Information literacy—the ability to determine when, why, and what information is needed and then to find, evaluate, and use information effectively and ethically to solve problems, make decisions, and communicate with others—is a critical 21st century skill-set that provides a foundation for both academic success and life-long learning. The inclusion of information literacy in Cal Poly Pomona’s University Learning Outcomes as well as WASC’s five core competencies is a testament to the importance of information literacy both to our university and our accrediting agency. Currently, the University Library supports the University’s information literacy efforts by providing workshops, online guides and tutorials, and library instruction sessions for specific courses upon request from faculty members. We also work with faculty who request help integrating information literacy learning outcomes into their courses and assignments. While these efforts have helped many students, we are also aware that we could significantly enhance the breadth and depth of information literacy learning for more Cal Poly Pomona students by following in the footsteps of many universities across the country and offering an information literacy credit bearing course.

DEVELOPMENT OF A CREDIT-BEARING COURSE
The instruction team’s major accomplishment this year was the development and delivery of the library’s four credit hour course, LIB 150, The Information Diet: Information Literacy Skills for Academic Success and Healthy Information Habits. Two hybrid sections and one online

section have been offered so far, with student feedback from the first section being largely positive. We have 3 sections planned for fall 2016, with two of them being Honors sections. We will also be partnering with the grant funded Achieve Scholars program to offer a section of LIB 150 during winter 2016.

**FACE-TO-FACE COURSE-INTEGRATED INSTRUCTION SESSIONS**

In addition to the credit-bearing course, Librarians and library staff also taught a total of 270 course integrated instruction sessions (one-shots), workshops, and other sessions not associated with a specific college (such as new student orientations and classes for high school students and other visitors), reaching 6,470 students. Although this marks the highest number of such sessions conducted in a year since 2008-09, this increase was possible due to the participation of a librarian and staff not in the reference department. Thus again substantiating our need for additional librarians.

“*Our team taught 270 course-integrated instruction sessions and workshops (a 46% increase from the previous year), reaching over 6,400 students.*”

Chart 11. Library Instruction Sessions by College: 224 Instruction Sessions
WORKSHOPS, ORIENTATIONS, AND INSTRUCTION SESSIONS FOR NON-CREDIT BEARING COURSES

This year, the library also hosted 56 workshops (instruction sessions that are open to the public and not associated with a specific course), new student orientations, and instruction sessions for outside groups and non-credit bearing courses.

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 research guides (websites providing resources and tips and tricks to conducting 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. There was 51,673 tutorials views this year, a 204% increase. The guides usage increased by 93% from 54,600 to 105,334.

Table 4. Tutorials and Guides

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials (Videos)</td>
<td>13,069</td>
<td>10,487</td>
<td>9872</td>
<td>17,005</td>
<td>51,673</td>
</tr>
<tr>
<td>Guides (Text-based)</td>
<td>19,664</td>
<td>47,526</td>
<td>49,126</td>
<td>54,600</td>
<td>105,334</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32,733</td>
<td>58,013</td>
<td>58,998</td>
<td>71,605</td>
<td>157,007</td>
</tr>
</tbody>
</table>

Clearly, many instructors are making the shift from face-to-face library instruction to online tutorials, particularly for lower division courses. This shift is beneficial for the library since our small staff makes it impossible to provide face-to-face instruction to all courses that might benefit from it. Librarians can instead devote their time and expertise to providing instruction for more advanced courses that require higher-level research skills, and eventually, to our own credit bearing course.
COLLECTION MANAGEMENT

The Library Collection is a core service of the Cal Poly Pomona University Library. Most services and functions of the Library support, use, or relate to the collection in some way. While some departments on campus might maintain small reading rooms or subscribe to specialized resources, no other entity on campus provides a comprehensive collection of books, journals, recordings, databases, and other resources necessary to support teaching and learning at the University.

The centrality of the collection is obvious in the Library Mission Statement:

The University Library’s mission is to provide all students, faculty, staff, and administrators with effective and equitable access to the recorded information necessary to support the University’s instruction, research, and public service mission, to respond to the need of all members of the University community to be library and information literate, and to provide a rich independent learning environment where information can be explored and assimilated into knowledge.

The first bullet in the Library’s Vision Statement acknowledges this as well:

PROVIDE collections, services, and support for research and scholarly communication to sustain the University’s mission

The University Goal that most directly connects with the purpose of Collection Management is:

2. A Learning organization enhanced by a culture of evidence, academic excellence, and scholarship.

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

COLLECTION MANAGEMENT TEAM

Librarians with Collection Management assignments are called Subject Librarians and participate in the at http://www.cpp.edu/~library/about/about-the-library/key-contacts.shtml#subjectlib

The Collection Management Team develops policies, manages the 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. All of these activities all require close cooperation and coordination with BAS.

In August 2014 Penelope Wood joined the Collection Management Team with responsibility for Art and ENV (architecture, landscape architecture, and urban planning).

PROJECTS AND ACCOMPLISHMENTS

Demand Driven Acquisitions (DDA)

The YBP DDA program continues with ebrary and EBSCO ebooks. The price cap was raised to $300 in recognition of higher prices for STEM books. DDA has become an important component of collection management and Subject Librarians routinely factor it into their selection decisions.
JSTOR ebooks: purchase and DDA
- Four subject sets were purchased through SCELC with a 50% discount – Archaeology, Philosophy, Political Science, Business and Economics. The original intent was to use funds from subject allocations but the decision was made to use Brown endowment funds to simplify accounting and to ensure the endowment funds were expended.
- $5,000 of a $9,362 budget augmentation was put on deposit with JSTOR to fund DDA in several subjects: Education, Film Studies, Language & Literature, Linguistics, Music, Performing Arts, and Sociology. The SCELC discount provides a 40% discount on each ebook purchase. JSTOR does not charge for use prior to the ebook being triggered for purchase. This DDA project is directly with JSTOR; YBP is not involved.
- Paperwork was completed to enable ordering of individual JSTOR ebooks in GOBI.

Evidence Based Acquisition (EBA)
EBA is a twist on DDA. For an up-front fee a publisher provides access to a collection of ebooks for a time period (typically one year). At the end of the year, the library selects a specified number of books to retain as purchased. The “evidence” is usage statistics but librarians can use their own judgement and consider factors other than use in making the retention decisions.

Business Expert Press/Momentum Press is one publisher using this model. This year Julie Shen (business) and Ann Morgan (engineering) used some of their book allocations for EBA collections from this publisher.

Springer ebook collection
The Springer 2015 full collection was purchased through SCELC. The purchase includes access back to 1997 to volumes in Springer book series including Lecture Notes in Computer Science, a high priority of the Computer Science department. We’ll lose access to the back volumes of the series if we don’t purchase future annual collections, but Springer ebooks are highly relevant to most of the CPP curriculum and hopefully we’ll have a collection budget adequate to fund them.

Databases Canceled:
- Britannica Online will not be renewed for 2015-16. The Team believes it’s over priced especially since more content is being added to the free version. If possible, the savings will be used to fund a high priority item on the Wish List.
- Several Cabell’s subject areas were canceled. Business was retained.

Databases Added:
- Mapping Databases: Subscriptions to SimplyMap and Social Explorer were initiated. SimplyMap has been on the “Wish List” for years and Social Explorer addresses specific assignments in ENV. Brown endowment funds are being used for these databases. Penelope Wood was instrumental in researching and educating the team about these resources.
- Drama Online is a comprehensive database covering plays, playwrights, criticism, theatre craft, and more. Wendy Vermeer shifted funds from Gale Literature Criticism to fund this resource.

E-Resources Prioritization
For the second year in a row the team discussed and ranked items on the “Wish List”. In the future we will rank individual items as they are proposed rather than re-prioritize the entire list each year. The
purpose of the rank list is to help us focus on priorities and to help illustrate budget needs to faculty, administrators, and others. The prioritized list is on the LibGuides team website.

Streaming Video
A proposal was prepared requesting $20,000 from the Student Success Fee to fund streaming video. Ann Morgan, Emma Gibson, Don Page, and Wendy Vermeer prepared the proposal. Emma has been diligent in following up with administrators in Academic Affairs about our need to fund this service.

Streaming media is a high priority as we do not want to invest any more money in nearly obsolete media such as DVDs and faculty requests are increasing. And, as we do not want to cannibalize the limited collection budget for a new service we will continue our efforts to obtain additional support for this new service.

Get It Now
After discussions with Isela Gomez I decided to commit $1000 from the 2015-16 collection budget to fund Document Delivery’s use of Get It Now. While some libraries provide Get It Now as an end-user service we will only use it within Document Delivery for rushes or color PDFs not available through regular ILL channels.

Wiley ejournals – CSU subscription
In late 2015 COLD, in consultation with EAR and campus collection officers, decided to cancel the systemwide Wiley ejournal package. The primary reason was that Wiley was unwilling to provide a smaller, less expensive package of ejournals to the CSU. We were one of a few campuses that decided to subscribe to a complete package for 2015. Most campuses selected a very limited number of titles to continue. At CPP however we had so many high priced science and engineering titles in our “high use” list that it was difficult to come up with an affordable short list.

SDLC and Wiley have begun discussing possibilities for a 2016 CSU subscription. I’m on a small committee charged with developing potential title lists. An in-depth analysis of CSU use has been done and a 400 title has list has been produced. Most of CPP’s highest use titles are represented in this list.

Subject Policies – Collection Guides for Subject Librarians
Subject Librarians agreed that the documents are useful and agreed to update at least one per quarter in the 2014-15 academic year. Two librarians have completed their revisions.

Product trials are important for maintaining awareness of new and alternative resources and can be considered a form of professional development for librarians. Trials conducted in 2014-15 include:

- Access Engineering (McGraw-Hill ebook collection)
- Journal Citation Reports
- Kanopy streaming video
- Mango Languages
- Mapping databases: PolicyMap, SimplyMap, Social Explorer
- Sage streaming video
- Westlaw
KEY CHALLENGES

1. Budget
   - Flat collection budget for more than a decade.
   - Annual price increases (usually above the general inflation rate) diminish available funds.
   - Campus growth adds to price increases as many publishers base prices on FTES.
   - SDLC’s cost redistribution efforts for databases and ejournal packages has resulted in higher costs for Cal Poly Pomona.
   - Campus emphasis on research results in more faculty requests.
   - Inability to fund new formats such as streaming media.

2. Staffing
   - The Collection Management Coordinator is less than half time impacting her ability to plan, analyze data, and develop projects and policies.
   - All Subject Librarians have heavy workloads. Collection related work is easier to postpone than other responsibilities so less time is spent on activities like reviewing journals and serials and book ordering is put off until the last minute. I am developing a concern that without adequate time devoted to reviewing current holdings and exploring options we might not be making the most effective use of our limited budget.
   - Both STEM librarians are now FERPing. This represents a huge loss of institutional history and the deep knowledge of specialized resources.

3. Usage Statistics and Data Analysis
   Our statistics collection efforts are quite primitive because of limited staff available for the work. We routinely collect and record statistics only for databases and ejournal packages (resources listed in Xerxes). Other statistics are obtained as needed. We do not have any sort of database of statistics that can be easily accessed for reports or decision making. With the implementation of Alma however statistics collection will be mostly automated and options for data analysis will be available.

FUTURE GOALS

1. Continue discussions with BAS about transitioning statistics collection to BAS. There are several reasons for this:
   - An approaching retirement.
   - BAS staff have the skills to do the work (e.g., knowledge of vendors, publishers, bibliographic data) and to train and supervise student assistants assigned to the task.
   - Alma has a robust analytics module and it makes sense for BAS staff to oversee this part of the system.

2. Explore options for acquiring more ebooks on publisher platforms with no DRM and no simultaneous user limitations.

3. Explore options that allow Subject Librarians to devote less time to book selection, for example:
   - Initiate YBP approval plan for limited subject areas and/or an e-only plan that would add more titles to our DDA pool.
   - Additional DDA or EBA plans
   - Acquire more ebooks in packages or collections
4. Review options for ensuring that campus requirements are met for library consultation in
development of new program proposals.

**STATISTICS**

Table 1 - Summary of Use of Electronic Resources Databases, Ejournal Packages, Ebook Collections

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</tr>
</thead>
<tbody>
<tr>
<td>Searches</td>
<td>949,636</td>
<td>970,555</td>
<td>1,016,458</td>
<td>1,187,215</td>
<td>1,176,900</td>
<td>1,013,671</td>
</tr>
<tr>
<td>Sessions</td>
<td>5,934</td>
<td>452,796</td>
<td>620,166</td>
<td>933,752</td>
<td>612,010</td>
<td>368,573</td>
</tr>
<tr>
<td>Articles</td>
<td>1,230,260</td>
<td>959,691</td>
<td>720,507</td>
<td>658,052</td>
<td>641,489</td>
<td>520,033</td>
</tr>
</tbody>
</table>

1 Most publishers have adopted the COUNTER 4 standard which does not include sessions. We are only recording Sessions for publishers/databases that report Sessions and nothing else.

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

Table 2 – Articles from Major Ejournal Packages

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</thead>
<tbody>
<tr>
<td>ACM Digital Library</td>
<td>1,688</td>
<td>954</td>
<td>1,042</td>
<td>1,396</td>
<td>1,440</td>
<td>4,443</td>
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<tr>
<td>AIP &amp; APS Journals</td>
<td>* 3,773</td>
<td>1,318</td>
<td>1,514</td>
<td>2,616</td>
<td>1,595</td>
<td>1,758</td>
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<tr>
<td>ACS Web</td>
<td>8,200</td>
<td>5,741</td>
<td>4,888</td>
<td>5,275</td>
<td>6,983</td>
<td>5,317</td>
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<tr>
<td>ASCE Library</td>
<td>3,345</td>
<td>2,969</td>
<td>1,772</td>
<td>2,178</td>
<td>1,380</td>
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<tr>
<td>ASME Journals</td>
<td>571</td>
<td>758</td>
<td>5,973</td>
<td>203</td>
<td>104</td>
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<td>Emerald Full Text</td>
<td>5,341</td>
<td>3,198</td>
<td>2,601</td>
<td>2,396</td>
<td>2,646</td>
<td>3,431</td>
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<td>IEEE Xplore</td>
<td>* 13,592</td>
<td>7,763</td>
<td>8,105</td>
<td>17,468</td>
<td>12,260</td>
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<td>JSTOR</td>
<td>123,197</td>
<td>118,757</td>
<td>104,174</td>
<td>101,933</td>
<td>108,423</td>
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<td>Oxford Journals</td>
<td>6,309</td>
<td>5,188</td>
<td>4,737</td>
<td>4,046</td>
<td>4,686</td>
<td>4,810</td>
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<tr>
<td>Project Muse</td>
<td>10,258</td>
<td>10,124</td>
<td>7,116</td>
<td>4,034</td>
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<td>8,573</td>
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<td>PsycARTICLES</td>
<td>14,103</td>
<td>12,159</td>
<td>14,303</td>
<td>13,460</td>
<td>8,626</td>
<td>6,777</td>
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<tr>
<td>SAGE Journals Online</td>
<td>18,090</td>
<td>14,345</td>
<td>11,975</td>
<td>9,860</td>
<td>10,853</td>
<td>8,648</td>
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<td>ScienceDirect (Elsevier)</td>
<td>97,362</td>
<td>72,936</td>
<td>58,065</td>
<td>56,710</td>
<td>48,797</td>
<td>72,417</td>
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<td>SpringerLink Journals</td>
<td>25,203</td>
<td>20,781</td>
<td>8,652</td>
<td>13,006</td>
<td>15,104</td>
<td>11,652</td>
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<tr>
<td>Wiley Online Library</td>
<td>31,189</td>
<td>27,949</td>
<td>15,058</td>
<td>18,632</td>
<td>20,687</td>
<td>13,477</td>
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<tr>
<td>TOTALS</td>
<td>362,221</td>
<td>304,940</td>
<td>231,638</td>
<td>253,278</td>
<td>249,246</td>
<td>276,573</td>
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</table>

* missing June 2015

Table 3 – Articles from Full Text Databases

<table>
<thead>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EBSCO databases</td>
<td>158,695</td>
<td>141,188</td>
<td>153,353</td>
<td>233,586</td>
<td>155,767</td>
<td>89,129</td>
</tr>
<tr>
<td>LexisNexis</td>
<td>26,893</td>
<td>19,006</td>
<td>24,174</td>
<td>20,295</td>
<td>22,597</td>
<td>22,222</td>
</tr>
<tr>
<td>Proquest databases</td>
<td>182,141</td>
<td>139,247</td>
<td>143,870</td>
<td>139,297</td>
<td>180,849</td>
<td>101,192</td>
</tr>
<tr>
<td>WilsonWeb</td>
<td>EBSCO</td>
<td>EBSCO</td>
<td>EBSCO</td>
<td>11,596</td>
<td>32,898</td>
<td>62,494</td>
</tr>
<tr>
<td>TOTALS</td>
<td>367,729</td>
<td>299,401</td>
<td>321,397</td>
<td>404,774</td>
<td>392,111</td>
<td>275,037</td>
</tr>
</tbody>
</table>
Ebook usage statistics are not as uniform as the statistics for ejournals. Some vendors report sections used, e.g., chapters. Other Vendors report at the book level. Some vendors report searches, some don’t.

Many patrons connect to ebooks from OneSearch or the Library Catalog so the figures for searches under-represent ebook use. The fact the total for ebook searches decreased from the previous two years indicates that this is the case.

Detailed usage statistics are available at [https://www.cpp.edu/~intralib/cm/numbers/stats.html](https://www.cpp.edu/~intralib/cm/numbers/stats.html)

The Library provides a variety of spaces for studying, meeting, and just taking a break.
BAS (BIBLIOGRAPHIC ACCESS SERVICES)

BAS’ primary operations continue to be purchasing and providing online access to full text, ebooks, databases and other electronic resources to library users 24/7 anytime, anywhere. In addition, BAS processes and maintains print/tangible materials including various media formats with a focus and priority on paid items throughout the year.

In line with Library’s strategic plan – Goal #1 Maintaining a cadre of librarians and staff with strong technological skills and expertise, Library of Congress and most research libraries in the States implemented RDA (Resource Description and Access) in 2014; the new standards are developed to capture elements of the rapid growth of technology in regards to delivering improved information and data for identification and retrieval for library users, apart from the traditional AACR2r (Anglo-American Cataloging Rules 2 revised) standard. In our effort to keep up with the national practices and to provide better access for end users, starting in late 2014, BAS developed and performed a series of staff in-house training ranging from basic RDA elements, key new fields and codes, and comparison between RDA and AACR2r rules, etc. over a period of time, in addition to sending staff to outside workshops. As a result BAS staff gets to understand the basic and key elements of RDA principles, what a RDA record look like, and are able to make a decision when it comes to selecting the most appropriate record in OCLC for the Library, a clear illustration of keeping staff in line with new skills and experiences. As of May 2015, BAS also began to create and contribute original RDA records to OCLC community. Also BAS/Wendy successfully revised the existing III load table to enable CJK materials search and display functions this year, finally making this long waited feature go live to satisfy users with foreign language (i.e. CJK) needs and expectations. BAS has engaged in CSU ULMS RFP project intimately over the year, especially in the functional area of ERM (i.e. Electronic Resources Management) we have contributed intensely in terms of data analysis, proposal writing and systems advisory, etc.

For Library’s strategic plan – Goal #4 Managing the library collections, BAS has painstakingly completed two server related updates/changes -- EZProxy and Campus Web Server branding (i.e. cpp.edu) projects within a limited period of time, with staffing and student assistants support from the Dean. Although it was a challenging situation, BAS consequently not only beat the deadline for server name update that led to massive revisions of all URLs for library’s electronic resources, but also cleaned up two most notoriously messy databases: BSP (Business Source Premier) and ABI/Inform, providing library users with most accurate and updated data that is long due in normal circumstances. BAS also embarked on a new locally acquired Wiley database, due to a recent CSU decision to walk away from its existing Wiley contract; opened up an additional DDA ebook service with JSTOR, and submitted a brand new inclusive ebooks holdings to YBP (i.e. library’s book vendor in US), in order to minimize duplicated ebook orders and save collection budget. With campus WTU release time awards, BAS was able to hire a temporary LSS to process recent major Chinese book donations from UR Riverside and Claremont College, hence enrich library’s CJK (Chinese, Japanese and Korean) collection in a large scale. In order to comply with CSU ATI requirements, BAS has built up a working
relationship with the University Procurement Office to review and approve licenses in an efficient and timely manner.

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 illustrations of our collective efforts and commitment.

**Key Figures and Achievements**

*Total new titles added to PAC (Public Access Catalog)*
- 2,773 monographs titles
- 3,445 monographs items
- 54 serials titles
- 408 serials items
- 1,998 ebooks items
- 525 full text ejournal titles
- 1,138 ejournals items
- 1,519 full text checkins
- 272 media titles
- 314 media items

*Total full text e-resources holdings managed via Serials Solutions (Coverage Knowledge Base) and ERM (Electronic Resources Management)*
- 47,360 links in PAC, representing 121 databases maintained

*Databases activated and managed in SFX (Link resolver system) Pomona Instance*
- 65 targets/databases
- 78,499 objects/titles

*Total ebooks access in PAC*
- 127,432 ebooks items

*Total monographs orders processed*
- 1215 Gobi book orders
- 554 Gobi ebook orders
- 146 direct vendor orders
- 133 DDA (Demand Driven Acquisition) orders
- 524 DDA STL (Short Time Loan) titles
- 595 book repair items
Total serials orders and titles processed (i.e. checkin, claim, projection and renew)

688 active order records maintained
703 active check-in records maintained
936 serial/periodical items added

Ongoing materials withdraws and transfers – 232 monographs title withdraws, 290 monographs item withdraws, 5 serial title withdraws, 30 serials items withdraws

Book-keeping library collections/materials expenditure of $1,397,365.00

Staff committee work
- Library Book Display Committee (Ferial Mansouri, Chair; Wendy Vermeer and Vicky Vega, members)
- Library Welcome Student Week Committee (Ferial Mansouri, Linda Franklin, members)
- Library Newsletter Committee (Ferial Mansouri, member)
- Library Outreach Committee (Ferial Mansouri, Wendy Vermeer, members)
- Library Dean’s Advisory Committee (Yvonne Zhang, member)
- Friends of the Library Committee (Ferial Mansouri, member)
- University Staff Council. Outstanding Staff Award Program (Vicky Vega, organizer/facilitator)
- Job search for Temp ENV Librarian (Wendy Vermeer, member)
- General Education Committee, CPP (Wendy Vermeer, member)
- Faculty Affairs (Academic Senate Standing Committee) (Wendy Vermeer, member)
- Academic Programs Academic Senate Standing Committee (Yvonne Zhang, member)
- CSU EAR Committee (Wendy Vermeer, member)
- CSU ULMS Cataloging, ERM Working Group (Yvonne Zhang, member)
- Southern California Technical Processes Group (Wendy Vermeer, Program Chair)
- ALCTS Fundraising Committee (Wendy Vermeer, Intern/Vice chair)
- So-Cal Innovative Users Group. Planning Committee (Wendy Vermeer, Co-Chair)
**Staff presentations (in chronological order)**

- Yvonne Zhang (2014, Nov.). How to identify a *RDA record?* Presentation made at BAS RDA Training Meeting.
- Yvonne Zhang (2015, Feb.). 264, etc. Presentation made at BAS RDA Training meeting.

**Other Initiatives**

- Continued with in house training on serials tasks for Christ by Vicky and on high level systems management for Sherry by Louana, CSU statistics by Wendy and high level cataloging by Yvonne
- Continued to perform in house basic authority control/heading report to reduce database “corruptions”
- Conducted LSS (Library Services Specialist) IV job description development for Dean/Provost’s approval
- Completed a temporary hire for LSS III under campus WTU release time permission
- BAS staff attended ULMS Vendor Presentations both for the Discovery layer as well as the Backend layer on and off campus

**Key Challenges**

Shortage of high level cataloging expertise due to unfilled retirement position; Launching of a brand new ILS system with many elements of uncertainties; Upcoming semester conversion related issues such as impact on BAS accounting; Upcoming retirements.

**Future Goals**

BAS future goals will evolve with Library’s upcoming goals and service objectives. BAS will continue to work on operational efficiency, maximize the use of existing tools including upcoming ULMS Alma and Primo, and enhance staff training and experience especially in the area of RDA and systems’ related skills, etc. In addition, BAS needs to expand its statistics and assessment operations with the new LSS hire pending approval.
**DIGITAL SERVICES AND TECHNOLOGY**

Digital Services & Technology (DS&T), previously known as Systems, provides support for new and existing library systems including the Library’s integrated library system (ILS), the digital signage system for the Library’s promotional TV channel, the group study reservation system, the computer reservation system, the institutional repository Bronco Scholar, and other systems required to enhance library services. DS&T interacts with multiple departments in IT to ensure that public access computers are working, to make sure that servers are functional, and to make improvements to library services requiring technological components. DS&T maintains and updates the Library website, and also coordinates the purchase and installation of computers and peripherals. As part of the new repository service offerings, DS&T initiates and maintains contact with various campus groups to encourage repository submissions, manage uploads, and expand the types of content offered in the repository. DS&T also interacts with the Chancellor’s Office regarding any technical issues with the repository, journal management system, conference management system, the library search engine, databases pages on the website, and related technologies managed centrally.

During the 2014-2015 academic year, the team included 3.5 full-time faculty and staff, one librarian for 25 hours a week, and three student assistants, with one funded by the Office of Undergraduate Research (OUR).

**CONNECTION TO LIBRARY AND UNIVERSITY STRATEGIC PLANS**

DS&T’s charge aligns with or supports all six of the library’s strategic goals. Our department includes librarians and staff with strong technological skills and expertise. Future hires in the department will continue to have these characteristics. DS&T’s support of library systems helps students to succeed, especially when DS&T attempts to improve the user experience for students. Additionally DS&T’s support of the Library Usage Project tracks how the library’s services affect student success. Bronco Scholar fulfills the objectives in goal 3 by offering space to promote scholarship materials from diverse groups on campus. DS&T also fulfills a support role in the execution of goal 4 by ordering and overseeing the installation and management of public access computers as well as providing the support for electronic resources and other digital resources. DS&T is responsible for the implementation, management, and growth of Bronco Scholar, the institutional repository, thereby singularly fulfilling goal 5 of the library’s strategic plan. DS&T also supports goal 6 in developing virtual library spaces with the best user experience possible.

![Students at work in the Learning Commons on the 2nd floor](image)
ACCOMPLISHMENTS

- Domain Change: The department served as administrators for the domain change project and helped transition systems including EZProxy, LibGuides, LibAnswers, Sierra, the Group Study Room Reservation System, Illiad, Xerxes, SFX, and database vendors.

- Electronic Theses & Projects submissions: The first completely electronic theses were added to Bronco Scholar in July 2014 from Economics, Mathematics & Statistics, and Human Nutrition and Food Science students. In Winter and Spring 2015, student online submissions were piloted with additional departments including Landscape Architecture, Hospitality Management and English and Foreign Languages. Theses are also 508 compliant. Dissertations forthcoming in Summer/Fall 2015.

- Bronco Scholar growth: Repository content doubled in the last year with usage tripling. The repository was promoted via social media campaigns, open access week promotions to faculty, and through featured undergraduate research such as the “CPP McNair Scholars Journal,” social media posts by OUR & the McNair office, etc.

- Bronco Scholar innovations: We implemented innovative tracking methods in July 2014 for analytics in DSpace (the software used for Bronco Scholar) using Google Tag Manager and Google Analytics. This approach may be rolled out at additional CSU campuses.

- Launch of additional websites in the content management system Cascade: DS&T worked with Special Collections to redesign the main pages of their websites in the new university template. The new pages were launched in December 2014.

- Usability & Focus Group testing: DS&T completed rounds of focus group testing and usability testing with 22 students. These types of testing rounds help inform our web design and better understand how students are navigating the library’s webpage and services.

- Journal system launched: The Chancellor’s Office setup an instance of the software Open Journal Systems, which can be used on our campus to publish journals. This software includes editor and submission workflows. DS&T will be testing the new software in Summer 2015.

- Conference system launched: The Chancellor’s Office setup an instance of the software Open Conference Systems, which can be used on our campus to host conferences. This software includes editor and submission workflows. DS&T will be working with OUR to test the Summer Student Research Conference in this new software.

- Computer refresh projects: Computers on the 5th and 6th floor were refreshed thanks to Student Success fee monies.

- Charging stations: Charging stations for mobile phones were installed in ten locations in the library. These stations were funded by a gift from the Class of 2014.

- Grants received: Suzanna Conrad was a co-PI on a funded Department of Education Title III grant, which will provide funding for repository work through 2019. Additionally, repository staffing has been partially funded by the NSF STEP grant.

- Team Growth: Nathasha Alvarez was hired as a part-time librarian through grant-funded projects (Teacher-Scholar, Title III, and STEP).

MAJOR INITIATIVES

- Bronco Scholar: The repository stores student research, faculty scholarship, and learning materials that can be reused. We anticipate that the collections in Bronco Scholar will only continue to grow.
• Library Usage Project: DS&T staff continues to manage the data collected as part of the Library Usage Project, a project correlating usage of library services to student success. Over the next year, DS&T will continue to work with an external consultant to analyze student outcomes.

• Unified Library Management System (ULMS): DS&T plays a core role in defining our user interface and administrator needs for the consortial ULMS, which will be implemented in a single cohort in Summer 2017.

• Continued move of CPP library sites to Cascade: Special Collections subpages and the Affordable Learning Initiative (ALI) websites still need to be shifted to the new template from the campus. DS&T will work with stakeholders in those departments to help make this move.

• Digital Signage streamlining: DS&T recently transitioned to using the campus server for digital signage. Over the next year, DS&T will be completing this transition by loading signs to the new server as well as designing workflows for staff to update the signage themselves.

**KEY CHALLENGES**

• Staffing: Staffing remains an issue for new projects. Bronco Scholar in particular requires sustainable staffing. Most of the staffing on Bronco Scholar is grant-funded, therefore over time the library must consider new sustainable alternatives to managing the repository. Additionally, if the department is to grow or to innovate, we must consider staffing needs in this area (search engine optimization, user experience, data services offerings, library publishing services, etc.)

• Budget: Innovating also requires funding. The department could benefit by better funding of improved software for the repository, the group study reservation room, or funding of new systems for new initiatives.

• IT support for innovation: DS&T often needs support from the IT Systems department, which is similarly understaffed and does not always prioritize library projects. More support from this department in particular would help DS&T to innovate and provide improved library services.

**FUTURE GOALS**

• Increase personnel on Bronco Scholar: At least one full-time staff member should be devoted to Bronco Scholar to ensure its continued success. A Scholarly Communications Librarian could also assist with promoting the repository to the campus community.

• Increase marketing on Bronco Scholar: More outreach also needs to occur in relation to Bronco Scholar. Many of the challenges with marketing are related to limited budgets and limited personnel.

• Pilot Open Journal Systems (OJS): Find and pilot a journal in the new OJS software.

• Pilot Open Conference Systems (OCS): Pilot student research conferences in OCS.

• Determine strategies for digital archives: Work with the Special Collections & Digital Curation Librarian to determine the best strategies for curating digital collections.

• Investigate library publishing services: Many libraries are offering publishing services, which could also be offered by our library.

• Establish data management support services: Investigate alternatives and possibilities for data management services, whether for educating students or faculty, or assisting with data management plans submitted to grant funders.

• Transition remaining websites to Cascade: Transition Special Collections and the Affordable Learning Initiative sites to Cascade, the university’s content management system.

• Find new ways to promote website and online services: Work with the Library Outreach Committee and other groups to increase usage of library online services.
• Continue to collect user feedback on services: Continue to schedule usability testing when user input is needed. Run surveys and focus groups as needed to obtain feedback from students.


<table>
<thead>
<tr>
<th>Library website statistics</th>
<th>Comparison to 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library website page views</td>
<td>1,331,288*</td>
</tr>
<tr>
<td>Xerxes databases page views</td>
<td>545,739</td>
</tr>
<tr>
<td>Xerxes search results page views</td>
<td>1,426,296</td>
</tr>
<tr>
<td>Page views of LibAnswers &amp; LibGuides</td>
<td>305,132*</td>
</tr>
<tr>
<td>Total website pageviews</td>
<td>3,608,455</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Library catalog statistics</th>
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</thead>
<tbody>
<tr>
<td>Library catalog page views</td>
<td>27,763,067**</td>
<td>+62%</td>
</tr>
<tr>
<td>Library catalog number of searches done</td>
<td>964,422**</td>
<td>-5%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Group study room statistics</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group study room reservations (total number of sessions)</td>
<td>34,629</td>
<td>+6%</td>
</tr>
<tr>
<td>Group study room reservations (total hours used)</td>
<td>87,106.50</td>
<td>+6%</td>
</tr>
</tbody>
</table>

| Workstation usage in the library (tracked by quarter from Summer 2014 through Spring 2015) |                        |         |
| Workstation sessions (for computers on the 2nd, 4th, 5th, 6th floors, and the 24/7 lab) | 325,326                | -6%***  |
| Pharos workstations minutes used (for computers on the 2nd, 4th, 5th, 6th floors, and the 24/7 lab) | 25,075,192             | -12%*** |
| Number of public service workstations       |                        |         |

| Bronco Scholar (Institutional Repository)     |                        |         |
| Bronco Scholar page views                    | 81,176*                | +234%   |
| Downloads of Bronco Scholar submissions      | 1,588*                 | +223%   |
| Uploaded items available in Bronco Scholar   | 503                    | +178%   |

*These numbers exclude administrator traffic.

** Library catalog page views have increased exponentially due to the continued usage of Xerxes and Summon as a discovery layer on the library website as well as the enhanced “Bento Box” Xerxes tool, which was added to the library website in February 2014 as the default search option.

*** The fall in statistics this year is likely due to Student Success fee monies being distributed across labs on campus. Many students may now be using other computer labs that previously had computers that were older than 5 years. Now many computers on campus, including some in the library, have been refreshed with newer models due to student success fee funding.
The mission of the W.K. Kellogg Arabian Horse Library (WKKAHL) is to collect, arrange, describe, organize, preserve, interpret, provide access to, and promote the use of its rich holdings of primary and secondary resource materials on the history of the Arabian horse and related topics to support the diverse teaching and research needs as well as the lifelong learning of faculty, staff, undergraduates, graduates, and the larger community. The Library maintains these rare and unique research materials because they are best managed separately from the general collection due to their subject area, rare or unique qualities, source, physical condition, and/or form.

**ACCOMPLISHMENTS**

- Participation on committees, assistance to other departments
  - Ferial Mansouri
    - Member of Staff Council (Staff Appreciation Day, etc.)
    - Member of Friends of the Library
  - Caryn Romo
    - 2014-5 and 2015-6, Co-Chaired Library Summer Pot-Luck
    - October 2014: Volunteered at Concierge Desk
    - March 2015: Worked overtime to help with BAS e-Project
Katherine Staab

- Service on Research Help Desk, AskNOW
- Member of Friends of the Library
- Member of Staff Council (Staff Appreciation Day, etc.)
- Participation in LA as Subject research alliance
- Member of education committee, Society of California Archivists

Presentations

- Katherine Staab
  - July 2014: Tour and show-and-tell to Framroze Virjee, (Executive Vice Chancellor and General Counsel to the CSU Board of Trustees), and his wife, Francine Ramirez, and Betty Ortiz
  - September 2014: Tour to group from Whittier
  - November 2014: Veterans’ Resource Center Equine Heritage Day
  - January 2015: Tour to new CPP President, Soraya Coley

Other Achievements

- Caryn Romo
  - 2014 Employee Recognition Award

- Katherine Staab
  - June 2014: Published book review: *Piero's Light: In Search of Piero Della Francesca: A Renaissance Painter and the Revolution in Art, Science, and Religion*
  - October 2014: Published book review: *Elihu Yale: Merchant, Collector & Patron*
  - 2014 Employee Recognition Award
  - December 2014: Graduated from the Pennsylvania State University with a PhD in art history

**Major Donations**
- September 2014: light box for photo project from Greg Busch
- October 2014-January 2015: Painting, *The Arabian Horse: A Legend of Heart, Spirit, Stamina, and Beauty* by Bonnie Marris, commissioned and donated by Don Huntley (received in October, hung in January)
- December 2014: Diamond Bar history book, donated by co-authors Greg Busch and Marsha Roa

**Projects**
- Ferial Mansour
  - Majority of work consisted of photo collection sorting, inventory, arrangement and description (Archivists’ Toolkit)
- Caryn Romo
  - Continued to provide excellent patron service and stacks maintenance
  - Completed periodical holdings project – new periodicals added weekly
  - Completed flat file and backroom contents inventories
  - Continued development of stats skills in Sierra (with help of Louana Tipton)
  - February-March 2015: Prepared, sent out, and received bindery shipment (72 items bound)
- Katherine Staab
  - Continued to provide in-person and virtual research help to patrons across the globe
  - Continued to inventory, arrange and describe archival collections
  - Completed film collection inventory, with assistance from hired expert
  - Completed inventory of display supplies
  - Prepared EAD finding aids to be hosted on Online Archive of California
  - Created displays, rotated artwork
Completed purchase of BookEye scanner for digitization projects

**Professional Development**
- All staff attended Library- and University-wide meetings, including regular staff meetings, Academic Affairs Annual Meeting, Fall Conference, CSUEU Holiday Luncheon, Library Holiday Events, Campus Vendor Fair, Retirements, Credit Union Meeting/Lunch, National Library Week, etc.
  - Ferial Mansouri
    - September 2014: Trip to Autry Museum
    - November 2014: Attended Los Angeles Preservation Network (LAPNET) workshop (Identification and Archival Care of 20th century Photographs)
  - Caryn Romo
    - September 2014: Trip to Autry Museum
    - November 2014: Attended Los Angeles Preservation Network (LAPNET) workshop (Identification and Archival Care of 20th century Photographs)
  - Katherine Staab
    - September 2014: Trip to Autry Museum
    - January 2015: Attended Horse Expo, Pomona Fairgrounds
    - March 2015
      - Attended TEDxCPP live event
      - Attended Exhibit Workshop, Cal State Northridge
    - April 2015: Attended PolyTeach
    - May 2015: Attended Western Roundup, Denver, CO

**Key Challenges**
- Staffing
  - Last year, lost ½ time person (Louana Tipton), gained ¼ time (Ferial Mansouri)
  - This year, ¼ time person retired, no replacement planned
- Volunteers
  - New (Ray Nixon) started in August 2014
  - New (Katharina Hassim) started in February 2015
  - Lost (Brianda De La Torre) in September 2014 (hired by Circ)
○ Funding
  ▪ Book budget was $1,000 less than last year

○ Equipment
  ▪ Though we have a new BookEye scanner, the accompanying computer does not have enough memory to support our digitization project needs. We are waiting on an upgrade.

○ Space
  ▪ Additional storage space for archives as well as monograph/periodical collection
    • With the continued development of the collection, will need additional space, which will require temperature & humidity control
  ▪ Digital storage
    • As we progress in the digitization project we will require additional storage and backup of digital files

**Future Goals**

○ Departmental (Katherine Staab & Caryn Romo)
  ▪ Monograph and periodical collection shift
  ▪ Continued processing of archival collections
  ▪ Add more finding aids to the Online Archive of California
  ▪ Continue inventory, arrangement and description of photo archive (formerly worked on by FM)
  ▪ Begin digitization of photos in collection
  ▪ Streamline workflow for digitization projects
  ▪ Prioritization of projects – digital and otherwise
  ▪ Continued enhancement of monograph/periodical collection through collection development
  ▪ Continue professional development in subject-related area (local history, archives, etc.) through committee work, meeting attendance and workshops
Stats for FY 2014-15 (note: June stats are not complete)

- 5,722 Visitors (Average of 520 visitors per month)
- 58 Groups of Researchers (Average of 5 groups per month)
- 145 Reference Questions Answered (Average of 13 questions answered per month)
- 7,178 Catalogued Items (262 items added in 2014-5 FY)
- 263 Periodical Titles (2,759 loose periodical items, 1,288 bound periodical items)
- 74 Items Used In-House (Average of 7 items used per month)
- 622 Volunteer/Intern Hours Logged (Average of 57 volunteer/intern hours per month)
- 793 YouTube Video Views
- 691 Facebook Likes
- 143 Views of Collections on the Online Archive of CA (Average of 13 views per month)
SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES

Our purpose is to safely house rare and unusual artifacts, catalogued library materials needing extra care, campus archival materials, and distinctive and topical collections that enhance the University’s research and cultural goals. Special Collections assists visitors with both traditional library resources, and the archival (artifacts). We are open to both the campus community and the general public, and assist researchers throughout the world via the web.

A list of our collections can be found: https://www.cpp.edu/~library/special-collections/collections.shtml. There are also some unprocessed or partially processed collections, such as the poet Deborah Meadows Collection, to be added in the future.

NEW ACQUISITIONS

Special Collections continued receiving donations to the Wine Industry Collection from wine author Gail Unzelman including wine books, wine related ephemera, and a framed historical photo; received donations of past University gifts from the retiring University President’s Office, including three Asian costumed display dolls, several photo albums, framed photos and plaques amongst the variety of items; and more campus gift donations from new campus President Cooley; from the University Records Office we received a nearly a full run of bound Cal Poly Pomona course catalogs and class schedules; received California history books from alum donors Carl and Alison Jablowski, and rare cooking/ food related titles from donor Robert Seal.

ACTIVITIES

The loan of the Rudy Reyes UFW flag to The California Museum in Sacramento: http://www.californiamuseum.org/museum-news/honoring-fred-ross-sr-cesar-chavez-he-formed-ufw; continued work on the Special Collections’ website transfer to follow the campus mandates; assisted the Agriculture Department for their 50th Anniversary Celebration; assisted Public Affairs for campus archival photos and articles, along with assisting researchers from both the on and off-campus community in locating and scanning historical campus photos and information; scanning and selling two historical wine related images to the new Italian American Museum of Los Angeles, and scanning and selling 22 historic Voorhis campus photos to the Tzu Chi Foundation in San Dimas.

EVENTS

An unprecedented large number of events were held in the Special Collections room beginning with Fall 2014 Welcome Week: “Ancient Kings” presented by Dr. Amanda Podany (History Dept.) “Forging Shakespeare” presented by Professor Bernardo Solano (Theatre Dept.), and “Feminism in the Whoniverse: A discussion of the Doctor’s female companions from Susan to Clara” by Dr. Roseann Welch (Dept. of Interdisciplinary Education).
April’s National Library Week saw five events in Special Collections: “The U.S.S. Enterprise: Amazing & Dangerous Ideas & Adventures Await in the Literary Starship!” by author/screenwriter David Gerrold, “Is the Pen Mightier than the Trowel? Garden Writing Through the Ages” by the Cal Poly Pomona Garden Club; “Fan Fiction Writing Workshop” co-presented by Dr. Roseanne Welch and Dr. Melissa Aaron (Dept. of EFL), “The Chemistry of Wine” presented by Emeritus professor Dr. Ernie Simpson (Chemistry Dept.), scholarship writing workshop by the staff of the Career Center; scenes were acted by Theatre student actors from Professor Bernardo Solano’s “RE/Devised Fairy tales”; Linda Bissetti’s Theatre students performed select scenes from the play “Southern Girls” and “Julius Caesar”.

Golden Leaves 2015 honored twenty-eight campus authors, eighteen of whom attended the event; also served as a venue for the International Education Week Speaker Panel & Fulbright Scholar Reception, and the 2015 Student Research Conference.

Author and scriptwriter David Gerrold

Classes
Instructional class presentations included two sessions of Dr. Rachel Van’s HST 100: The Study and Practice of History taught by Don Page; Dr. Zouyue Wang’s HST: 300 History Methods; Dr. Wallis’ HST 391: Introduction to Public History; Robert Alexander’s ARC 401: Fourth Year Design Lab & ARC: 405 Fifth Year Design Lab with Penelope Wood’s assistance.

Courses Supported
We continue to provide access to primary source materials and related archives in support of the curriculum as needed. Classes supported included:
Agriculture, Anthropology: 320 Native Peoples of California; 330 Archaeology Theory and Methods; Architecture: 103 Introduction to Architecture; 103L Introduction to Architecture Lab; 150L Foundation for Digital Design Modeling; Architectural Design 302 Lab; 322 Structures; 401: 402 Topics in Architectural Design; 464 American Architecture; 502 Foundation to Architectural Design; 503 Intermediate Architectural Design; 601 Advance Architectural Design; Art; Biology: 490 Scientific Communication; Business; Chemistry; Civil Engineering; Collins School of Hospitality Management; Communications: 351A Newspaper Practices; 451A Advanced Newspaper Practices; Computer Science; Education (CEIS); Engineering Technology; English: 310 The Epic; Environmental: 101 Foundation of Design; Ethnic & Women’s Studies: 350 Ethnic Immigration; Geography: 351 Geography of California; History: 100 The Study and Practice of History; 300 History Methods; 361 Brazil; 370 History of California; 371 History of...
Southern California; 391 Introduction to Public and Applied History; Interdisciplinary General Education: 120 Consciousness and Community; Landscape Architecture: 202 Basic Landscape Design; 606 Ecosystematic Landscape Design; 632 Landscape Technology; Liberal Studies: 459 Liberal Studies Synthesis; Management & Human Resources; Music: 395 Non-Profit Music; Physics; Sociology: 402 Socialization: Self and Society; 440 Technology and Society; Theatre: 244 Play Production Activity; and Urban & Regional Planning: 461 Field Work.

VISITORS
Pamela Strayer wine author from Sonoma, Christine Graham wine author and biographer for Robert Lawrence Balzer; two visits by members of the Buddhist Tzu Chi Foundation; book donor Robert Seal; Professor John A. Marston of El Colegio de Mexico; Jeff Knight President of the Rose Float Alumni Association; the History Department’s four California History faculty candidates; several alums.

EXHIBITS
“Science Fiction and Science Fantasy” in partnership with Cal State Fullerton and archivist Patricia Prestinary; and Edible England: “Early English Cookery Books from the 14th Century onward” from the Robert Seal donation of Robert Seal with assistance from the Collins School of Hospitality Management, as well as the room’s display cases creatively showcasing a variety of our Special Collections materials.

Edible England book display case

FUTURE GOALS
With increased staffing, establishing an organized strategy for dealing with the processing backlog (including the Thomas Pinney donation); reconnecting with donors; continuing with the local wine history collection; creating a detailed digitization plan; updating the Special Collection’s website; obtaining new front workstation and podium computers; reconfiguration of the Special Collections room (including its two adjacent storage rooms and compact shelving); continue with the shelf-reading and book inventory; re-establishing interns/internships, obtaining grants; updating image purchasing policies and prices.
**KEY CHALLENGES**

Unquestionably the lack of a Special Collections librarian impacted the department and the forward momentum of many projects in Special Collections and left a number of problems unaddressed, such as the processing of new and backlogged collections, space issues, donor support, promises to donors, lack of interns, outdated computers and website presence, and the department’s position in relation to the Rose Float Collection. Thankfully the search is nearing a completion. A Special Collections librarian should be on board by August 2015.
I. Common Numeric Measures

<table>
<thead>
<tr>
<th>Total FTES</th>
<th>Librarians and Management</th>
<th>Librarians and other professional staff Per 1,000 FTES</th>
<th>Total Staff</th>
<th>Total Staff Per 1,000 FTES</th>
<th>Hours Opened</th>
<th>Gate Count in a typical Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>19,904</td>
<td>9.25 (8.25 librarians/1 mgmt.)</td>
<td>.50</td>
<td>36</td>
<td>1.91</td>
<td>91.5</td>
<td>33,872</td>
</tr>
</tbody>
</table>

Other significant measures are located on the Key Statistics and Achievements section on pages 5-6.

II. Teaching

A. Instruction Innovations

(Relate only to library instruction sessions taught during the ACADEMIC year, July 1, 2013 through June 30, 2014, that implemented new teaching techniques or pedagogy, including use of technology, etc.)

Suzanna Conrad
- Taught instructional sessions for Music Industry courses: During sessions, created exercises using actual hands-on class interactions where the students would have a Google Forms quiz in which they would find resources in the library, learn about citation, or learn to think more critically about finding quality resources. Discovered that using a medium such as Google Forms makes it easier to assess how well they understand the material presented. Also taught a workshop on Bronco Scholar, the new institutional repository, to show students how to submit theses and projects.

James S. Koga
- This is the third full year in which I have a count for the use for the Guide for FN 228: Food and Culture. This guide is intended to fully replace an instruction session, since this is an online course. From July 1, 2014 to July 1, 2015 there were 1755 views, which I consider a successful use of a web guide for library instruction.

Ann Morgan
- Designed an online tutorial for lower level engineering students became available October 2014. It includes a pre- and post-test and certificate like the E-Z Research tutorial.

Donald Page
- Contributed to the creation of, and team taught with two librarian colleagues, the library’s new GE 4-unit course: LIB 150, The Information Diet: Information
Literacy Skills for Academic Success and Healthy Information Habits. (Winter, 2015)

Julie Shen
• LIB 299 (a.k.a. LIB 150 The Information Diet - Winter 2015): team taught this 4-unit hybrid General Education course with librarians Christy Stevens and Don Page as part of the Learning Communities Pilot Project.
• LIB 150 The Information Diet (Spring 2015): taught the first online section of this 4-unit General Education area E course with a full roster of 30 students, including conversion of face-to-face activities to online activities.

Christy Stevens
• New Information Literacy Course
  o Designed a hybrid and online version of LIB 150, The Information Diet: Information Literacy Skills for Academic Success and Healthy Information Habits. Course relies heavily on Blackboard (all course materials are online) and face-to-face class time revolves around hands-on activities and group work followed by reporting out and feedback.
• Online Tutorials
  o Oversee the updating of our online tutorials, some of which focus on the research process and others of which focus on specific library tools and services. Many of these online tutorials contain quizzes and certificates of completion. With help from eLearning, we developed a database that stores assessment data—pre and post test scores.
• Online Research Guides
  o Used SpringShare’s LibGuides platform to create Online Research Guides for many of the classes, providing students with resources relevant to their assignments and tips for conducting research effectively.

B. Assessment - Learning Outcomes Assessment

Assessment of Face-to-Face Instruction Sessions
Because most of our classes are currently “one-shots” (that is, we only meet with a given class one time for approximately one hour at the request of individual instructors), there are significant barriers to meaningfully assessing student learning outcomes (limited time with students, lack of access to students and their work after the session, etc.). Nevertheless, we do use a variety of assessment techniques to gauge student learning and to make instructional adjustments on the fly as needed. For example, some of our librarians use iClickers, while others use Google Forms to collect data about student learning.

We are also currently engaged in collecting pre/post test data for face-to-face sessions on
students’ ability to:
    a) find a scholarly article
    b) find an article that is relevant to their specific topic
    c) use the citation feature in a database to generate a citation (APA, MLA, etc.).
Results of this study will be reported next year.

LIB 150
The department’s major accomplishment this year was the development and delivery of the library’s four credit hour course, LIB 150, The Information Diet: Information Literacy Skills for Academic Success and Healthy Information Habits. The course was approved first by the university’s GE Committee as an area E lifelong learning course and then by the academic senate in time for a Winter quarter 2015 start date. In coordination with the Learning in Communities (LinC) program, the first section of the course was offered to a group of first generation college students. Two sections of the course were later offered in Spring 2015, one of which was an online version of the class.

Through a series of scaffolded assignments, students in LIB 150 learned to:
    • Develop and refine a research question.
    • Identify and locate a variety of types of sources that focus on their research question.
    • Evaluate the credibility, authority, purpose, timeliness, and relevance of those sources.
    • Analyze the ongoing popular and scholarly conversations revolving around their topics, including the different positions people take on the issue.
    • Situate their own evolving perspective on the issue within that conversation.
    • Support their points with evidence.
    • Give credit where credit is due, quoting, paraphrasing, and citing effectively.

Student Feedback
Student feedback from winter quarter indicated that although many students found the course was challenging and required a great deal of work, they also felt like they learned a lot and appreciated the readings and videos as well as the assignments, class discussions, and in-class activities. For example, students made the following observations about the course:
    • “I think that all the information given in the course was beneficial. I actually ended up learning a lot of valuable information and will now be able to apply to my studies.”
    • “I would advise my instructor’s to retain the reading because they were very useful and informative. I also enjoyed the in class activities because it gave the students a chance to work together, and it helped me understand the information better.”
    • “I thought it was really great how we started the quarter off with the Information Diet, it sort of set the tone for the classroom environment and expectations. I think working in groups was helpful as well, it gave us a chance to talk and engage with each other.”
• “The quizzes help to ensure that students are keeping up with the readings. The in-class discussion help to better understand the material and invite independent thinking.”

• “I like the aspect of this course in which you showed us how to refrain from plagiarizing and you taught us how to research. I liked the in class activities you had us do, because it allowed us to be social, meet new people, and gather information and apply it to our work.”

Grade Distribution
Three sections of the class have been offered so far. The first hybrid section was offered in Winter 2015 (LIB 299.01 W2015) to a small group made up primarily of first-generation college students who were enrolled in a learning community. Another hybrid section was offered in Spring 2015 (LIB 150.01 Sp2015) to a group of engineering students who were participating in the university’s Achieve Scholars program, which focuses on undergraduate research in STEM fields. These students were, for the most part, highly motivated, which explains why nearly 80% of the class received an A or a B.

An online section was also offered in Spring 2015 (LIB 150.02 Sp 2015) with a fairly high failure rate—32%. Future online offerings of the course will require 1) more timely feedback, 2) more interaction with students on the discussion board, and 3) more reminders and follow-ups with students as soon as they begin falling behind.

ASSESSMENT OF TUTORIALS
The library has had a suite of tutorials for many years that contain quizzes at the end. Students who answer all the questions correctly receive certificates, which they can print off for their instructors as proof of completion. The certificates feature has been very popular as it facilitates the integration of the tutorials into courses as assignments that students receive credit for completing. The quizzes also provide the library with some data about what students know after completing the tutorial, but they don’t actually measure learning, since without a pretest it isn’t possible to ascertain what students already knew or were able to do prior to taking the tutorial. As a result, we are currently working on updates to our tutorials, including a pretest, which will allow us to measure specific learning outcomes. We will implement the new tutorials this fall and assessment data will be available next year.

C. Advising
Library faculty serves as faculty advisors for students clubs and honor societies. For Example: the Alpha Lambda Delta Honor Society and the Taiwanese Student Association.

III. Program Review and Accreditation
The library participates in program reviews for the various colleges by preparing reports describing the library’s support of the discipline in regards to the library collections, the services, the staffing, and participation in including information literacy skills throughout the courses.
IV. Teacher Scholar Model (Summary)

Collate the information submitted by faculty in your college, ensuring that the dates of items related to scholarly activity are within the calendar year 2013, and enter the totals here. Attach any supporting documents as appendices.

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Number</th>
<th>Narrative Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Research, Scholarship and Creative Activities</strong></td>
<td></td>
<td>See pages 56-57 for details.</td>
</tr>
<tr>
<td>1. Externally peer reviewed, critiqued, juried, and or judged articles or performances</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. Works NOT externally peer reviewed, critiqued, juried or judged</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3. Books written or edited</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Presentations related to Professional Conferences and with published Proceedings** Indicate peer reviewed work with an asterisk (*).

1. At local/regional conferences
2. At state conferences
3. At national conferences
4. At international conferences

**C. Presentations related to Professional Conferences but Without Published Proceedings** Indicate peer reviewed work with an asterisk (*).

1. At local/regional conferences | 2 |
2. At state conferences | 1 |
3. At national conferences | 3 |
4. At international conferences | 2 |

**D. Professional Awards and Honors** | 3 | See page 59 for details. |

**E. Scholarship with Students**
*Place a hash mark (#) after the students’ last names.*

1. Research involving students as researchers | 1 | See page 59 for details. |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Externally peer reviewed, critiqued, juried, and or judged articles or performances</td>
</tr>
<tr>
<td>3.</td>
<td>Works NOT externally peer reviewed, critiqued, juried or judged</td>
</tr>
<tr>
<td>4.</td>
<td>Presentations involving students as co-presenters</td>
</tr>
<tr>
<td>F.</td>
<td>Awards and Honors Earned by Students (as a result of faculty involvement)</td>
</tr>
</tbody>
</table>

**IV(a). Teacher Scholar Model (Details)**

**A. Research, Scholarship, and Creative Activities**

(Relate only to work completed during the calendar year January 1, 2013 through December 31, 2013)

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

Suzanna Conrad

Julie Shen

Christy Stevens
- Peer Reviewer, Journal of Academic Librarianship

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

James S. Koga
- Websites: (Dates in parenthesis are latest update year)


Yvonne Zhang

- Initiated and completed the OCLC Worldshare Holding Project, in order to enable Library’s document delivery service to switch to a more streamlined OCLC ER ILL service than before when ready.
- Initiated CJK records’ proper display and search/retrieval in OPAC, to enhance learning and teaching activities for library collections/resources in CJK languages, with enormous help from Wendy Vermeer and Cecilia Huang.
- Made ongoing effort in learning and researching RDA cataloging rules and implementations in academic libraries, in order to apply the practice at Cal Poly Pomona, including attending various seminars and a two days on site visit and research with Manuel M Urrizola at UCR University Library. As a result, BAS staff has begun to accept RDA with basic understanding and the Library has begun to submit RDA record to OCLC in Apr. 2015.

B. Presentations at Professional Conferences (with published proceedings)
(Relates only to work completed during the calendar year, January 1, 2013 to December 31, 2013)

- none

C. Presentations at Professional Conferences (without published proceedings) (Relates only to work completed during the calendar year, January 1, 2013 to December 31, 2013)
1. Local/Regional
Suzanna Conrad

Wendolyn Vermeer

2. State
Suzanna Conrad

3. National
Suzanna Conrad

Julie Shen

4. International
Wendolyn Vermeer
D. Professional Awards and Honors
(Relate only to work completed during the calendar year January 1, 2013 through December 31, 2014)

Suzanna Conrad
- Emerald Highly Commended Paper winner for 2014 for “Documenting Local History: A Case Study in Digital Storytelling,” which was published in 2013.

Christy Stevens
- Teacher Scholar Award, received 6 units of assigned time through the Cal Poly Pomona Teacher-Scholar Support program.

Yvonne Zhang
- Received 4 WTU release time this year serving as a member of the Academic Programs Committee on semester conversion issues.

E. Scholarship with Students
(Relate only to work completed during the calendar year January 1, 2013 through December 31, 2014)

Suzanna Conrad

V. Grants Applications and Funding
(Relate only to work completed during the calendar year January 1, 2013 through December 31, 2014)

a. External Funding

Suzanna Conrad
- Building Institutional Capacity to Retain, Graduate, and Propel Students in STEM. Co-Principal Investigator. (Total awarded grant: $2 million). Funding provided for repository requirements and staffing. 2014-2019.
- STEP (Science, Technology, Engineering, and Mathematics Talent Expansion Program) Project. STEP Program Team (not Co-PI). Approx. $20,000 in funding provided from the existing NSF grant to build a sustainable repository to house faculty learning objects and student research. 2013-2015.
- South of Sonoma: The Southern California wine region presence viewed through the Robert Lawrence Balzer Collection. Principal Investigator (Grant not awarded).

b. Intramural Funding

Suzanna Conrad
- Prison Librarianship: The Neglected Patron. Principal Investigator. ($870 in direct costs). Faculty Professional Development Mini-Grant Program. 2014.

Christy Stevens
- Special Projects for Improving the Classroom Experience (SPICE) June 2014 grant in the amount of $24,473 to support continued development of University Library’s information literacy tutorials, Cal Poly Pomona.

VI. Service to the Campus and the Community
(Refer only to work completed during the academic year July 1, 2013 through June 30, 2014)

a. Library Service

<table>
<thead>
<tr>
<th>Suzanna Conrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library Web Team</td>
</tr>
<tr>
<td>2. Library Outreach Committee</td>
</tr>
<tr>
<td>3. Integrated Library Systems (ILS) Working Group</td>
</tr>
<tr>
<td>4. Search Committee for Temporary Librarian</td>
</tr>
<tr>
<td>4. Search Committee for Part-Time Librarians</td>
</tr>
<tr>
<td>5. Search Committee for Special Collections Librarian</td>
</tr>
</tbody>
</table>

Emma C. Gibson

| 1. Library Collection Planning Taskforce | Coordinates meeting, etc. |
| 2. Special Collections Librarian Search Committee | Chair |
| 3. Part-time Librarian Search Committee | Member |
| 4. Dean’s Advisory Group | Member |
| 5. 75th Anniversary Planning Committee | Chair |
| 6. Library Newsletter Committee | Editor |

James S. Koga

| 1. Library RTP Committee 2014/15 | Chair |
| 2. Library Web Team Since 2008 | Member |
| 3. Summon Implementation Team since 2012 | Member |
| 4. Cal Poly Pomona Librarians Group Website | Webmaster |
| 5. RICS Employee Intranet | Webmaster |

Ann Morgan

<p>| 1. LOFT (library of the Future) Task Force | Member |</p>
<table>
<thead>
<tr>
<th>2. CSU Collection Development Group</th>
<th>Member, CPP contact for subscription offers, respond to surveys, present CPP view in discussions, keep abreast of system wide collection issues and trends and share with colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Library RTP Committee</td>
<td>Member</td>
</tr>
<tr>
<td>3. Dean’s Advisory Group</td>
<td>Member</td>
</tr>
<tr>
<td>4. Mentor</td>
<td>Ongoing mentoring of Wendy Vermeer for Collection Management Coordinator role</td>
</tr>
</tbody>
</table>

Donald Page

| 1. University Library Curriculum Committee | Member |

Julie Shen

| 1. Library Web Team | Member |
| 2. Library Outreach Committee | Member |
| 3. University Library Curriculum Committee | Member |

Christy Stevens

| 1. Library RTP Committee | Member |
| 2. Search Committee for Special Collections Librarian | Member |
| 3. University Library Outreach Committee | Member |
| 4. University Library Curriculum Committee | Chair |
| 5. Search Committee for Temporary ENV Librarian | Member |
| 6. Search Committee for Part-Time Librarians | Member |
| 7. Dean’s Advisory Group | Member |

Wendolyn Vermeer

| 1. Library Outreach Committee | Member |
| 2. Cateam | Member |
| 3. ERM Team | Member |
| 4. Search Committee for Temp ENV Librarian | Member |
### Penelope Wood

| 1. Library Outreach Committee | Member |

### Yvonne Zhang

| 1. Dean’s Advisory Group | Member |
| 2. BAS RDA Training Team, 2013- | Chair |
| 3. BAS LSS IV Temporary Hire | Coordinator |
| 4. BAS Server Change Project | Coordinator |

### b. University Service (CPP and CSU)

#### Suzanna Conrad

| 1. University Academic Senate Academic Programs Committee | Member |
| 2. CSU ULMS ERM, Cataloging Working Group | Member |

#### Emma C. Gibson

| 1. Academic Senate Budget Committee | Member |
| 2. AADBAC | Member |
| 3. AAPEC | Member |
| 4. Fees Advisory Committee | Member |
| 5. Affordable Learning Initiative | Chair |
| 6. John Hart Award Committee | Member |
| 7. ASI Tutoring Advisory Committee | Member |

#### James S. Koga

| 1. Affordable Learning Initiative Team | Member |

#### Donald Page

| 1. Faculty Affairs Committee | Member |
| 2. Alpha Lambda Delta Honor Society | Faculty Advisor |

#### Julie Shen

| 1. Academic Senate, including Executive Committee | Member |
| 2. Council for Graduate and Faculty Scholarship | Member |
| 3. Undergraduate Research Faculty Advisory Council, including Student Research Conference planning committee | Member |
| 4. Learning Communities Implementation Committee | Member |
5. International Center Advisory Council, including planning committee for International Education Week, which was partially held in the Library | Member

6. Taiwanese Student Association | Faculty Advisor

7. Asian Pacific Faculty Staff Student Association | Web Coordinator

**Christy Stevens**

1. GE Assessment Committee | Member
2. Affordable Learning Initiative Committee | Member
3. First Year Experience Planning Committee | Member
4. Accessible Technology Initiative (ATI) Access and Fall 2009-present Compliance Team (ACT) | Member

**Wendolyn Vermeer**

1. General Education Committee | Member
2. EAR Committee, SDLC/CSU | Member
3. Faculty Affairs Committee | Member

**Yvonne Zhang**

1. University Academic Senate Academic Programs Committee | Member
2. CSU ULMS ERM, Cataloging Working Group | Member

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

**Suzanna Conrad**


**Ann Morgan**

1. American Society for Engineering Education, Engineering Libraries Division | Member of Publications Committee, peer reviewer for papers submitted for publication in annual conference proceedings
Christy Stevens

1. ACRL Instruction Section  Past Chair
2. Miriam Dudley Instruction Librarian Award Committee  Chair

Wendolyn Vermeer

1. SCTPG  Program Chair
2. ALCTS Fundraising Committee  Intern/Vice chair
3. SCIUG Planning Committee  Co-Chair

Yvonne Zhang

1. SCIUG (Southern California Innovative Users Group) Executives Committee  Member
2. SCCTP (Serials Cataloging Cooperative Training Program)  Trainer

d. Service Related to Academic Outreach
   Ann Morgan

1. Library Orientation for MEP, 8/14  Presenter

e. Other Service as a representative of the University to the community at large
   Suzanna Conrad

1. Sierra Madre Public Library Electronic Resources Analyst Search Committee  Technology Expert

James S. Koga

1. Save Our Chinatown Committee  Webmaster  http://saveourchinatown.org/

Donald Page

1. Veterans Resource Group  Liaison for the library

VII. Advancement

Donors / Gifts

- Martha Brown gifted $25,000 for a named study room in memory of her late husband and former faculty member Cecil Brown.
• Robert & Louise Wilson (Trust) gifted $47,131 to establish an endowment for the ongoing support of the annual Golden Leaves campus author recognition & awards program.

• Robert Seal gifted $6,822. This gift-in-kind consisted of 107 titles on the history of cookery and food.

Events
During the 2014-15 academic year, the Library, planned and held fifty-six (56) events and workshops for the campus community. The purposes of these events include: academic and professional development, information literacy, as well as celebration of diversity. Most of these events and workshops were presented by Library faculty and staff. The Library continues to collaborate with other divisions, departments, and Centers on campus to organize various events.

Apart from these 56 events and workshops, The Library also participated in other campus events such as BroncoFusion 2014 and the Homecoming in February.

Achievements:
• More professors are sending their students to our academic workshops, such as Avoiding plagiarism workshops, and Thesis Formatting, and more classes are being offered more to meet this need.
• In the spirit of Learn by Doing, we are encouraging our students to develop confidence in public speaking by participating in discussions and making presentations.

Events Planned/Proposed for 2015-16 Academic Year:
The Library is committed to continue to plan events which will focus on the core values of this university. Some of the academic events and workshops which are being planned for the 2015-16 academic year include the following:

• Welcome for returning and new students
• Academic workshops, such as Avoiding Plagiarism, Thesis Formatting, ‘Zotero’, Citation, etc.
• Authors’ event
• Veterans’ Day celebration
• Viewing of the President’s State of the Union Address & discussion
• Viewing the debates of the presidential candidates
• Cultural activities (In collaboration with the Cultural Centers)
• National Library Week
• Movies screening