During this past academic year, the Library has successfully revised its Program Review Goals and has collected data which shows progress in meeting those goals. This report summarizes our efforts since our last report in January 2006.

Program Goal 1

Our students will be competent, independent library users (who also understand when to seek research assistance) as a part of the life-long learning aspect of their college education.

a. Students will know how to put together a plan for research.
   i. They will select appropriate resources and be able to discern the difference between scholarly and popular resources.
   ii. They will use relevant vocabulary to search subjects.
   iii. They will understand how Boolean logic works when creating and refining searches and interpreting results.

b. Students will be familiar with the various types of materials available in a library: reference books, journals, databases, online journals, circulating books, sound recordings, and other media materials.

c. Students will be able to interpret citations found in search results and be able to tell the difference between book, journal or online resource citations.

We are working creatively to develop criteria for determining success under this goal. Thus far, we have instituted a First Year Students Survey to determine existing library skills and attitudes in our incoming students. We intend to administer this survey to every incoming class and again to them at the end of their first year. We hope to compare the data from each survey and draw conclusions regarding our overall effectiveness in teaching students to use the library. We are also keeping statistics regarding how many students we are able to reach via Library Instruction, and what types of classes are being brought into the library by their professors. Analysis of these data will guide us in our outreach efforts to departments we don’t typically observe using library resources.

Data

This year, a survey was administered to First Year Students in September, 2005 and April 2006 to assess their progress in developing library skills over the past two semesters (Appendix A and B). The same Spring Survey was also given to the Seniors in April, 2006.

The Library Skills Pre-Test was administered to the online General Research course (APP 001).

The newly revised Student Evaluation sheet was completed by a majority of students who attended various sessions of course-integrated library instruction (Appendix C).

The Library Liaison Outreach Program was developed and liaison assignments were named (Appendix D and E).

Interpretation of Results

- Question: The best place to find scholarly research...

<table>
<thead>
<tr>
<th>Class/Survey</th>
<th>In books and scholarly journals</th>
<th>On the Internet</th>
<th>In newspapers/general Interest magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year/Fall</td>
<td>87%</td>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td>First Year/Spring</td>
<td>92%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Seniors/Spring</td>
<td>97%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

In this question, even over the course of the year, the percentage of First Year students correctly choosing “Books and Scholarly Journals” increased and the percentage of those choosing “Internet” decreased. The Senior group also made improvement to 97% “In Books and scholarly journals” and 3% “Internet” responses.
● Question: The best way to search for books on a topic...

<table>
<thead>
<tr>
<th>Class/Survey</th>
<th>Search by author or title</th>
<th>Search by ISSN or ISBN</th>
<th>Search by Publisher or call number</th>
<th>Search by subject or keyword</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year/Fall</td>
<td>18%</td>
<td>3%</td>
<td>1%</td>
<td>78%</td>
</tr>
<tr>
<td>First Year/Spring</td>
<td>17%</td>
<td>2%</td>
<td>2%</td>
<td>79%</td>
</tr>
<tr>
<td>Seniors/Spring</td>
<td>9%</td>
<td>1%</td>
<td>0</td>
<td>90%</td>
</tr>
</tbody>
</table>

In this question, not as much progress was made during the first year. But by the time students are Seniors, 90% of them knew how to search for a book on a topic.

● Questions dealing with the use of “and” “not,” “or”

In the Spring Survey, we asked this question using an example. “Which search would get the most results? Cognition AND emotion, cognition NOT emotion, cognition OR emotion. The percent choosing the correct “cognition or emotion” went from 42% of the First Year students to 66% of the Seniors.

● Question: Which of these is considered a “primary source?”
  o Thirty-six percent of our First Years correctly identified an example of a primary source
  o Seventy-three percent of Seniors chose the right example

All our data demonstrate that Seniors do display a better grasp of library and research concepts than do First Year students. These examples show us that while we cannot always see immediate results from our various forms of library instruction, over the course of four years, our students are indeed learning how to use library resources successfully and retaining these research skills as they leave the institution (Appendix F).

While the implementation of the Library Skills Pre-test in the General Research online course was successful, none of the six students enrolled took the post-test. Both tests were to be scored; however, neither score was to be included in the overall grade for the course. The Instruction Librarian now sees that she needs to revise the structure of the course to encourage greater participation with both tests. We are hopeful that with this next revision in course structure, we will collect better data from the pre- and post-tests and be in a better position to analyze results at the end of the 2006-2007 academic year.

The course-integrated Library Instruction aspect of our program had a very strong semester. Typically, Spring semester brings fewer requests from faculty for any form of instruction. During the Fall semester, the Instruction Librarian conducted 16 instruction sessions. She again conducted 16 sessions during the Spring semester, nine more than the previous Spring semester. Some possible reasons for the jump in numbers may be due to specialized research needs of senior seminars and certain upper division courses. The Librarian plans to send e-mail reminders to professors immediately prior to the start of each semester in order to help them schedule instruction if they so desire.

Spring semester also saw the implementation of the revised student evaluation form for Library Instruction. Thirteen classes turned in completed evaluation forms which contained some very useful information for the librarians. We wanted to have a better idea of how many of our students have ever received library training, whether or not they are learning anything new and useful about the library during the session, and if they would be more likely to enlist the aid of a librarian with future research needs. A representative example from an Introduction to History course is included with this report (Appendix G).

While most of the evaluation slips indicated that students are being exposed to new resources and information, the librarian learned when a session did not go as well as hoped. In one particular instance, there was not enough time to address all the research need and options for a particular assignment. Students were blunt in their evaluation and the librarian drafted a follow-up research instruction sheet for the professor to distribute to the students. The librarian plans to devote twice the amount of time to the class should the professor request instruction again.
In the January 2006 report, we mentioned developing a liaison outreach program to the academic departments in order to strengthen our relationships with them. We have written up a description of this program and what duties we expect our librarians to perform as part of this program. We have also made initial assignments to academic departments and have partially completed a list of questions/issues that may need to be addressed in each department.

**Using the Results**

Now that we have refined our survey well enough to capture reliable data, we intend to fully analyze the results we obtained. While it is reassuring to see that our students are developing their library literacy skills during their education, we now see areas where we can focus with both our lower and upper division students. We will emphasize specific skills in our instruction sessions, and in case students have concerns when the librarians aren’t present, we will be revising existing online help pages and creating new ones as needs arise.

The Library Instruction librarian experienced some level of failure this semester when the students in the online General Research course did not complete the post-test built into the course. The test has great potential to highlight strengths and weaknesses in the course, so she will revise the course over summer to make the pre- and post-tests mandatory. She plans to continue administering both tests then collect the data and make revisions to the course as needed.

Student evaluations for Library Instruction have proven to be quite useful, and as such, we will continue to administer them. We have evidence now that we are at least introducing new library tools to students who might not know these exist otherwise. The evaluations are also helping us to revise our approach to specific classes, especially when we hear what did not work on a first attempt. Additionally, we will continue to follow up with certain classes when evaluations reveal additional attention might be useful.

Since we have never formally tried a liaison outreach program, we are venturing into uncharted territory. We are looking forward to strengthening ties with the academic departments. The program has great potential for constructive criticism and feedback. We expect that our individual interactions will be discussed at staff meetings, especially if unforeseen issues arise. We also see this as an ongoing project with an unlimited life.

**Next Steps**

We will continue to administer the First Year Survey in September and in April. This will give us a better picture of how we are reaching our First Year Students. We also plan to continue administering the Senior Survey each April. This will give us a much clearer picture of how well our students are absorbing library and research skills during their time at Westmont.

Over the summer, the Instruction Librarian will revise the online course to make the pre- and post-tests mandatory.

We plan to continue administering the student evaluation form at the end of each Library Instruction session. We now need to develop an evaluation form for the participating professors in order to assess how well our instruction efforts are meeting the needs and expectations of these professors.

In the Fall, we would also like to survey the faculty about the library and its various efforts. We had originally planned this for Spring of 2006, but we now realize that some changes to our survey are necessary. We would like to have this completed by the end of October in order to address any issues before the end of Fall semester.

At the start of the Fall semester, our librarians will need to contact their assigned academic departments to start the dialogue that is so critical to our Library Liaison Outreach Program. We will report our progress at monthly staff meetings and make adjustments as necessary.
Program Goal 2

Students will have access to an appropriate and diverse collection consisting of print, electronic, and media resources, and whose purpose it is to support the college’s curriculum.

Data

WorldCat Collection Analysis performed by OCLC. Our library collection has been compared with those of libraries of similar size at ten other comparable institutions (Appendix H). We have set goals for the completion of departmental conspectuses during the coming year. We have created a projected five year materials budget (Appendix I).

Interpretation of Results

We selected two groups of institutions with which to compare our collection:

- CCCU Group: Gordon College, Eastern University, Houghton College, Whitworth College and Calvin College
- California Group: included Azusa Pacific University, Biola University, Point Loma Nazarene University, Occidental College, and Whittier College

We chose include in our charts only items with publication dates since 1900. Also, our results do not include ebooks, as they are not part of the collection analyzed by OCLC. Ebooks generally are current publications. There are about 20,000 ebooks in the collection now. The ebook collection grows by about 200 to 400 titles per month.

We have learned the following things from the data gathered from the OCLC Collections Analysis tables (additional comparison charts are included in Appendix H):

- In general when total collections are compared, Westmont’s collection has a higher percentage of holdings published in the 1960’s and 1970’s.
- Our current material in all subjects (published since 1995) makes up a smaller percentage of the collection than in either comparison group.
- The general shape of the trend lines of Westmont and the two groups follow the same trajectory – perhaps reflecting the cost of books and trends in library book budgets across institutions.
- We compared several subject collections with the groups. All collections analyzed following the same basic trend as the total collection, however some subject areas fared better than others.
- The best collections comparatively are Political Science and History. While the “bubble” in the 1960’s and 1970’s exists, when it comes to the more current material our collection is close to both comparison groups.
- Our science collection has the greatest deficit when compared with either group. Almost 50% of the collection was published in the 1960’s and 1970’s. Percentages of materials published in the last 10 years fall considerably below those of the comparison groups.

These results point to these conclusions:

- The over representation of materials in the 1960’s and 1970’s points to a need to continue to weed the collection for obsolete material. This is also necessary to free up shelving for newer materials.
- The under representation of current materials indicates that we need to continue to add the more current publications, using the information from the conspectus process. This process is contingent upon a significant increase in the Library’s materials budget.

We believe that the data that we have retrieved will be useful in furthering our work with the departmental conspectuses during the coming year.
The projected Five Year Budget is considered maintenance level for the electronic resources and periodicals areas. However, it will not be adequate to make up any ground in the book collection (see discussion of Collection Analysis above). After the initial addition of the $25,000 for the 2006-07 fiscal year, the amounts in each category have been inflated by 3% to 10% per year, depending upon the recent history of the increases in those categories. These increases will be adequate for retention of online products and periodical subscriptions, but not enough to develop either resource to a higher level.

**Using the Results**
Collection development is constantly an ongoing project that involves both weeding out older, superseded materials and adding newer ones. Now that we have the data from the collection analysis, we will be in a better position to articulate to the faculty, the condition of the collection in specific subject areas and enlist their support in the weeding process. We will also have a good starting point for discussion and action with the academic departments via the Library Liaison Project when it comes to purchasing new materials for the collection.

As part of the Library's Collection Development Policy, the Library has developed a detailed collection development guide for each academic department called a conspectus. The departments are to fill in their conspectus so that the library and incoming departmental faculty understand the level to which that area needs to be developed. At this time, there are completed conspectuses for seven departments: Anthropology, Art, Communication Studies, English, History, Kinesiology, and Philosophy. During the 2006-2007 academic year, we would like to see three departments complete this document: Education, Mathematics/Computer Science, and Psychology.

With more intensive scrutiny as a result of the collection analysis and the completion of more conspectuses, we are anticipating increased dialogue with both the administration and the academic departments. We plan to purchase materials based on the fruits of these discussions. Although we have projected a Five Year Budget, it is quite possible that changes may occur in that plan as we discern the needs of our community. The collection analysis, the departmental conspectuses and the Five Year Budget will be used as tools to help us build a stronger collection that truly serves our students and faculty.

**Next Steps**
We plan to discuss the results of the OCLC Collection Analysis during the summer and to distribute the appropriate results to the librarians who will be working with the various departments in the Library Liaison Program. We believe that once departments are able to see how their areas' holdings compare with the holdings of other libraries, we will be able to initiate serious discussion and see cooperation with our efforts to weed the collection and to obtain new materials. The librarians assigned to the Education Department, the Mathematics Department, and the Psychology Department will begin working in earnest with to help these departments complete their conspectuses. It is possible that seeing the results of the OCLC Collection Analysis results will motivate some of the departments to devote more energy to working with the library in achieving these goals.

**Program Goal 3** *(Added January 2006)*

**Students will have access to an inviting library environment that is conducive to both study and research.**

- Library will have a variety of study areas for both group and individual study.
- Library will be physically comfortable.
- Library will provide appropriate lighting.

**Data**
The College Archives were remodeled and upgraded.

The Bindery was remodeled and upgraded and is now home to our book repair facility and our rare books.

Media Services Department was reorganized and its materials (CDs, DVDs, videos) were moved upstairs to the Circulation Desk on the main level in order to improve its visibility and improve access for students.
A new microform reader/printer was purchased and installed. This model offers many digital features that none of our previous machines could provide.

The interior of the library has been painted.

New carpet installation has begun and will be completed by September.

We are in the process of selecting a library consultant to guide us on space use and furnishings.

**Interpretation of the Results**

Although the Archives and the Bindery were not mentioned in our report, the remodeling and upgrading of both resulted from collaboration between the archivist, the Director of the Library, and one of our librarians. The remodeled spaces provide two areas for specialized work and storage. The College Archives now have more appropriate shelving units, an improved workspace for the archivist and any guests, better lighting, and better security. The Book Repair room has a new floor, a new arrangement of shelving, and better utilization of space now that obsolete equipment has been removed. Both rooms will ultimately benefit our users because they help speed up the workflow and improve access to library materials.

Media Services’ materials are now located at the Circulation Desk on the main floor. This location will allow students to find the department more easily. It will also improve access because Media’s hours will now be the same as the Library’s hours (no separate schedule). It is possible that with increased visibility, the use of media materials will also increase.

Because our old microform reader/printer was malfunctioning too often, we were finally able to obtain funding for a new machine. Our new reader/printer is located in the Reference area, in closer proximity to assistance, should it be necessary. The new machine is capable of scanning and printing documents, as well as saving digitized results or e-mailing them, all features that were previously not available to our patrons. We believe this piece of equipment will be very useful to faculty and students.

The new paint and carpeting is already being noticed by library patrons and we are receiving positive feedback. It appears that our patrons appreciate the attention to aesthetics and perceive these changes as a strong effort to improve the Library study environment.

We are still in the process of selecting a Library consultant. We had been informed by the Office of Campus Planning that money can be made available to hire a consultant to help with furniture and aesthetic issues. Unfortunately, there is no money in the budget for such an expense this summer. In the meantime, however, we are working on selecting a consultant so that when the money becomes available, we can take advantage of the opportunity to receive some feedback from a qualified outside source.

Representatives from Physical Plant visited our building this past April to assess our air conditioning ductwork for signs of mold. According to their preliminary analysis, there does not appear to be a significant problem and they recommended repairing small sections of ductwork. There was no analysis performed by professional mold abatement contractors, nor were any samples sent out to labs for analysis.

**Next Steps**

We will continue our efforts to select a library consultant and work with both the Office of Campus Planning and previous survey results to prioritize improvements to our physical space. As students adjust to the new location of Media Services’ materials, we will make small adjustments to our Circulation area if they become necessary.
List of Appendices

A  First Year Survey Questions Fall 2005
B  First Year and Senior Survey Questions Spring 2006
C  Evaluation Questions for Library Instruction
D  Library Liaison Outreach Program
E  Library Liaison Outreach Assignments
F  First Year and Senior Survey Charts
G  Student Evaluations of Library Instruction
H  OCLC Collection Analysis Charts
I  Projected Five Year Budget
# First Year Library Knowledge Survey

This is a survey of basic library knowledge. It will help us design our instruction program for the upcoming year.

## Tell us what you know

1: To locate books owned by the Westmont College Library, you should use:

Please choose **only one** of the following:
- [ ] Google
- [ ] An online database
- [ ] Westmont College Library online catalog called ROGER
- [ ] Reader's Guide

2: The best way to search for books on a given topic is to:

Please choose **only one** of the following:
- [ ] search by author or title
- [ ] search by ISSN or ISBN
- [ ] search by publisher or call number
- [ ] search by subject or keyword

3: When searching an online database, which word would you use to decrease the number of items you will get in your results?

Please choose **only one** of the following:
- [ ] And
- [ ] Or
- [ ] Not

4: Books on the Westmont College Library shelves are arranged by a classification system. This arranges them by:

Please choose **only one** of the following:
- [ ] Title
- [ ] Publisher
- [ ] Subject
- [ ] Author's first name

5: Failure to give credit to your sources of information is called

Please choose **only one** of the following:
- [ ] Plagiarism
- [ ] Copyright
- [ ] Partial citation
- [ ] Abstracting
6: Google is
Please choose **only one** of the following:
- [ ] a book
- [ ] an internet search engine
- [ ] a research database
- [ ] an online catalog

7: An abstract is
Please choose **only one** of the following:
- [ ] a quote from a book
- [ ] a full text article
- [ ] a type of government document
- [ ] a summary of a resource

8: Which is the best place to find research published by scholars, experts or professionals?
Please choose **only one** of the following:
- [ ] on the Internet
- [ ] in the newspapers
- [ ] in general interest magazines
- [ ] in books and scholarly journals

9: The Internet is the best place for locating research quality information on all topics.
Please choose **only one** of the following:
- [ ] True
- [ ] False

10: You can find citations to periodical articles in the Library Catalog ROGER.
Please choose **only one** of the following:
- [ ] True
- [ ] False

11: Gender:
Please choose **only one** of the following:
- [ ] Female
- [ ] Male

**Submit Your Survey**
Thank you for completing this survey. Please fax your completed survey to: by 2005-09-25.
### Library Knowledge 06 Spring
Survey of first year and senior students on basic library processes.

**Tell us what you know**

1: To locate books owned by the Westmont College Library, you should use:

   Please choose only one of the following:
   - Google
   - An online database
   - Roger
   - Reader's Guide

2: The best way to search for books on a given topic is to:

   Please choose only one of the following:
   - search by author or title
   - search by ISSN or ISBN
   - search by publisher or call number
   - search by subject or keyword

3: In an online database such as PsycInfo, which search below would retrieve the greatest number of records:

   Please choose only one of the following:
   - Cognition and emotion
   - Cognition or emotion
   - Cognition not emotion
   - None of the above

4: Books on the Westmont College Library shelves are arranged by a classification system. This arranges them by:

   Please choose only one of the following:
   - Title
   - Publisher
   - Subject
   - Author's first name

5: Failure to give credit to your sources of information is called

   Please choose only one of the following:
   - Plagiarism
   - Copyright
   - Partial citation
   - Abstracting
6: You want to read the following article. How can you find it? -- Wacquant, L. 1992, 'The social Logic of Boxing in Black Chicago,' Sociology of Sport Journal, vol 9, pp221-54.

Please choose only one of the following:
- Do an author search for Wacquant, L. in ROGER
- Do a title search for 'The Social Logic of Boxing in Black Chicago'
- Do a title search for "Sociology of Sport Journal" under "Find Periodicals" on a Library Web page.
- Do a keyword search for 'boxing Chicago' in a full-text database.

7: An abstract is

Please choose only one of the following:
- a quote from a book
- a full text article
- a type of government document
- a summary of a resource

8: Which is the best place to find research published by scholars, experts or professionals?

Please choose only one of the following:
- on the Internet
- in the newspapers
- in general interest magazines
- in scholarly books and journals

9: Which one resource listed below would be considered a "primary source" for a history paper?

Please choose only one of the following:
- Chapter in your text book
- Journal article
- Scholarly monograph
- Collection of letters
- Critical Biography
- None of the above

10: You can find citations to periodical articles in the Library Catalog ROGER.

Please choose only one of the following:
- True
- False
11: Gender: Please choose only one of the following:
- Female
- Male

12: Indicate your year in school. Please choose only one of the following:
- First Year
- Senior

Submit Your Survey
Thank you for completing this survey. Please fax your completed survey to: by 2006-04-28.
Evaluation Questions for Library Instruction

- Course name and/or number______________________________________________________________
- Professor’s name_______________________________________________________________________
- Please circle your class:   First Year      Sophomore      Junior      Senior      Fifth Year/Credential
- Have you had previous instruction in using library resources before today?   Yes        No
- If yes, where did you receive this instruction? _____________________________________________
- Were you able to follow along/keep up with the librarian’s demonstration & explanations?   Yes        No
- Were the resources that were presented useful to you for this class?   Yes        No
- Please describe something new you learned during this session__________________________________
- _______________________________________________________________________________________
- Did you have enough time to practice searching today?   Yes        No
- Did this session help you to feel more knowledgeable about researching for assignments?   Yes        No
- For research assistance, will you be more likely or less likely to consult with a librarian? More  Less  Same
- Any other comments_____________________________________________________________________
- Please rate today’s session:   Poor     Fair     Good     Great     Why_______________________________
Library Liaison Outreach Program

The librarians in Voskuyl Library are working to bring a formal structure to their outreach efforts to the academic departments at Westmont College. With the development and implementation of this program, we hope to accomplish the following:

1. Create a conduit where conversation between departments and the library staff can occur freely.
2. Determine how the library is (or is not) meeting the needs of the departments’ faculty and students.
3. Make the materials ordering process more responsive to the needs of the departments.
4. Jointly assess the merits of various discipline-related reference resources before they are added to the collection.

It is our hope that the departments will come to see “their librarian” as an ally and advocate. We also hope that through increased conversation, the departments will rely on their librarian as their “person on the inside”; someone who can answer questions and address concerns they may have regarding library services or the collection.

We plan to take the following steps to establish this program. Because it will be a pilot, we think it is best to start small with a few departments, including more over time.

1. Assign one or possibly two academic departments to each participating librarian.
2. Librarian will contact the chair of the department(s) assigned and initiate a conversation, outlining the purpose and goals of the program.
3. Librarian will request to meet with the department faculty when convenient, possibly during a department meeting.
4. Librarian will periodically check in with the department (perhaps monthly) to maintain contact and strengthen the relationship.

Because we would like for the liaison to have a somewhat informal and ongoing dialog with the assigned department, we prefer at this time to keep the program open-ended. We hope that this effort will be seen by the academic departments as a commitment in good faith by the library to listen to and respond to their departmental needs and that it will encourage departmental participation in library collection and program development.

Diane Ziliotto 3/02/2006
## Library Liaison Outreach Assignments

<table>
<thead>
<tr>
<th>Department</th>
<th>Library Liaison</th>
<th>Examples of communication/decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>John Murray</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Diane Ziliotto</td>
<td>Verify needed online finding tools</td>
</tr>
<tr>
<td>Athletics</td>
<td>Claudia Scott</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Diane Ziliotto</td>
<td>Identify necessary online resources, print ref sources</td>
</tr>
<tr>
<td>Chapel</td>
<td>John Murray</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>John Murray</td>
<td></td>
</tr>
<tr>
<td>Comm Studies</td>
<td>Mary Logue</td>
<td>Identify most desired online research tools</td>
</tr>
<tr>
<td>Econ/Business</td>
<td>Diane Ziliotto</td>
<td>Increase participation in library instruction</td>
</tr>
<tr>
<td>Education/Liberal</td>
<td>Marilyn Nichols</td>
<td>Identify most needed children’s &amp; online resources</td>
</tr>
<tr>
<td>English</td>
<td>Diane Ziliotto</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>John Murray</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Mary Logue</td>
<td>Locate more online repositories of primary sources</td>
</tr>
<tr>
<td>Internships</td>
<td>Diane Ziliotto</td>
<td>Identify most useful resources</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>Claudia Scott</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Mary Logue</td>
<td></td>
</tr>
<tr>
<td>Math/Computer Sci</td>
<td>Claudia Scott</td>
<td>Identify most needed online research tool</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Claudia Scott</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Mary Logue</td>
<td>Integrate score collection &amp; identify online needs</td>
</tr>
<tr>
<td>Off Campus Progs</td>
<td>John Murray</td>
<td>Identify most urgent information needs</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Marilyn Nichols</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Diane Ziliotto</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>Richard Burnweit</td>
<td>Bring international PolSci collection current; UN; EU</td>
</tr>
<tr>
<td>Psychology</td>
<td>Claudia Scott</td>
<td></td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Claudia Scott</td>
<td>Address collection gaps: Orthodox, RC, non-Christian</td>
</tr>
<tr>
<td>Sociology/Anthro</td>
<td>Diane Ziliotto</td>
<td>Locate more Anthro sources: print &amp; online</td>
</tr>
<tr>
<td>Student Life</td>
<td>John Murray</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Marilyn Nichols</td>
<td>Identify most urgent needs</td>
</tr>
</tbody>
</table>
First Year Fall Survey: Best place to find scholarly research...

- 87% in books and scholarly journals
- 12% on the Internet
- 1% in the newspapers
First Year Spring Survey: Best place to find research...

- in general interest magazines: 0%
- in scholarly books and journals: 92%
- on the Internet: 6%
First Year Fall Survey: Best way to search for books on a topic

- 78% search by subject or keyword
- 18% search by author or title
- 3% search by ISSN or ISBN
- 1% search by publisher or call number

Appendix F
Appendix F  First Year Spring Survey: Best way to search for book on a topic

- Search by author or title: 17%
- Search by ISSN or ISBN: 2%
- Search by publisher or call number: 2%
- Search by subject or keyword: 79%
Seniors Spring Survey: Best way to search for book on a topic

Appendix F
First Year Spring Survey: Which Search would get the most results?

- 48% Cognition and emotion (AND)
- 42% Cognition or emotion (OR)
- 5% Cognition not emotion (NOT)
- 5% None of the above
Seniors Spring Survey: Which Search would get the most results?

- Cognition and emotion (AND): 29%
- Cognition not emotion (NOT): 2%
- Cognition or emotion (OR): 3%
- None of the above: 66%
Appendix F

Fall First Year Survey, Which would NARROW your search AND/NOT/OR?

- And: 25%
- Not: 62%
- Or: 13%
First Year: Which of these is a "primary source"?

- Chapter in your text book: 36%
- Collection of letters: 12%
- Critical Biography: 14%
- Journal article: 6%
- None of the above: 12%
- Scholarly monograph: 20%
Seniors: Which of these is a "primary source"?

- Chapter in your textbook: 8%
- Collection of letters: 73%
- Critical Biography: 5%
- Journal article: 5%
- None of the above: 6%
- Scholarly monograph: 5%

73%
Student Evaluations of Library Instruction
Introduction to History
Spring 2006

5 First Year Students
6 Sophomore Students
7 Junior Students
1 Senior Student

Had never received library instruction prior to this session:  6
Had previously received library instruction: 12 (all via Westmont courses)

New thing learned during today’s session:
    No response (2 forms)
    How to use WILL
    The Library of Congress system
    Pegasus system, Library of Congress codes
    How to search UCSB books on our site, how to use the big red Library of Congress books
    I was uneducated in looking for historical text at UCSB, so it was very helpful
    I appreciated the search engines she showed us and the use of UCSB
    How to use Pegasus (3 responses)
    The “word” bank to use (Library of Congress Subject Headings)
    Going to UCSB Pegasus and History-related stuff
    WorldCat and Historical Abstracts
    How to use all the Library’s resources
    How to access Interlibrary Loan; finding appropriate subject headings
    Historical based search engines are available to us
    I learned how to use WorldCat and to narrow down searches

The information presented here represents answers to the third, fourth, fifth, and eighth questions on the evaluation form used with Library Instruction sessions.
Appendix H

Philosophy and Religion Collections by Publication Date

- cws Philosophy & Religion
- cccu Grp Philosophy & Religion
- CA Grp Philosophy & Religion

Year Ranges:
- 1900-1924
- 1925-1949
- 1950-1959
- 1960-1969
- 1970-1979
- 1980-1989
- 1990-1994
- 1995-1999
- 2000-2006
### Library Projected Budget 2006-07 through 2010-11

<table>
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<th>Fund</th>
<th>Dept</th>
<th>Object</th>
<th>Object Title</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tr>
<td>12</td>
<td>31</td>
<td>206</td>
<td>Systems Programs &amp; Software</td>
<td>$26,779.00</td>
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<td>OCLC (*1.07)</td>
<td>$8,642.00</td>
<td>$9,246.94</td>
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<td>Voyager Maintenance (*1.07)</td>
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<td>Serials Solutions (*1.03)</td>
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<td>MetaCat Maintenance</td>
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<td>11</td>
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<td>Supplies &amp; Mat. Library Accessions</td>
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<td>Books(*1.07)</td>
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<td>Electronic Resources (*1.05)</td>
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<td><strong>Total(5622+5236)</strong></td>
<td>$228,449.00</td>
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